

**Professor Ronald Barnett**  
**DLitt(Ed), PhD, MPhil, BA, AcDipEd, PGCE, FAcSS, FSRHE, FHEA**

**Curriculum Vitae**

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## 1: Education and Qualifications

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**Nationality:** British

### Education:

1967-70 St Cuthbert's Society, University of Durham  
 1970-71 St Mary's College, Twickenham, Middlesex  
 1971-84 University of London, Institute of Education (part time)

### Qualifications:

1970 BA Hons, Division B (philosophy, psychology, sociology)  
 1971 PGCE (social studies)  
 1973 (Academic) DipEd (philosophy of education; comparative education)  
 1978 MPhil ('Knowledge and Ideology in Higher Education')  
 1984 PhD ('The Legitimation of Higher Education')  
 1998 DLitt(Ed) [*earned higher doctorate, conferred by University of London*]

1997- *Fellow*, Society for Research into Higher Education (FRSHE)

2005- *Fellow*, Higher Education Academy (FHEA)

2008- *Fellow* of the Academy of Social Sciences (FAcSS).

### Prizes/ awards

(in addition to the [earned] DLit(Ed), the Fellowships and national book prizes – as shown elsewhere):

2005:

- First recipient of annual 'Distinguished Scholar' award by the European Association for Institutional Research for 'Outstanding Contribution to Higher Education Research, Policy and Practice'.

2008:

- Fellow of Academy of Social Sciences (FAcSS)
- Honorary Fellow, St Mary's University College, Strawberry Hill.

2010:

- Life Achievement Award, University of Surrey, Surrey Centre for Excellence in Professional Training and Education.

**Current position:** Emeritus Professor of Higher Education and Consultant,  
 University College London Institute of Education

Also:

(Inaugural) **President, Philosophy & Theory of Higher Education Society**

Visiting Professor, University of West London

Visiting Professor, Kingston University

Visiting Professor, University of Winchester

## Former positions at Institute of Education, University of London

Oct 2005-8     **Pro-Director (Longer Term Strategy)**

- Responsible for producing the IOE's first Corporate Strategy (2007-2012), taking it through 18 months of a consultation process, running workshops and securing its adoption by the Court of Governors

Sept 1995 -     **Professor of Higher Education** (School of Lifelong Education and International Development)

My main interest is the conceptual understanding of higher education and the nature of the university in the modern world. Have spoken in over 40 countries. Conferences have been devoted to my work both in the UK in 2001 and in Colombia, South America, in 2010.

1995-2002     **Dean of Professional Development**, responsible for Master's modular system (60+ courses); Quality Matters across the Institute; Staff development, both academic and support staff; Learning and Teaching Strategy

### *Other former responsibilities include:*

Chair, Society for Research into Higher Education  
 Chair, Research Degrees Committee, University of London.  
 Chair, Meeting of Professors, Institute of Education  
 Chair, Academic Council, Inter-American University, London.

Adjunct Professor, Charles Sturt University, Australia  
 Visiting Professor, Beijing Normal University, China  
 Visiting Professor, Xiamen University, China

## 2: Career progression

### Institute of Education, University of London

1990-91	Lecturer in Higher Education
1991-93	Senior Lecturer in Higher Education
1993-95	Reader in Higher Education
1994-2001	Dean of Professional Development
1995-08	Professor of Higher Education
2005-8	Pro-Director (Longer Term Strategy)

### Council for National Academic Awards

(responsible for the academic awards in the UK's polytechnic sector)

Sept 78- Aug 90	<p>Wide range of posts as an officer at CNAА, including:</p> <p><u>Information Services:</u></p> <ul style="list-style-type: none"> <li>-Editor, CNAА <u>Digest</u></li> <li>-Produced other CNAА publications</li> <li>-Designed and led workshops for external examiners</li> </ul> <p><u>Reviews Coordination Group:</u></p> <ul style="list-style-type: none"> <li>- Link officer for 30+ institutions;</li> <li>- Organised institutional review visits and drafted ensuing reports.</li> </ul> <p><u>Development Services:</u></p> <ul style="list-style-type: none"> <li>- Contributed to a promotion of CNAА's Development Fund;</li> <li>- Oversight of a range of R&amp;D projects.</li> </ul> <p><u>Science and Technology Unit:</u></p> <ul style="list-style-type: none"> <li>- Assisted in coordinating work of 27 subject boards;</li> <li>- Served course visits to institutions.</li> </ul> <p><u>Academic Policy:</u></p> <ul style="list-style-type: none"> <li>- Served policy formation committees;</li> <li>- Worked on CNAА's academic policies;</li> <li>- Produced CNAА's first Handbook;</li> <li>- Advised institutions on CNAА's regulations</li> </ul>
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### Polytechnic of North London

73-78	<p>Various administrative posts, including:</p> <ul style="list-style-type: none"> <li>- Admissions Officer</li> <li>- Secretary to Education Faculty;</li> <li>- Secretary to a range of Committees of the Academic Board.</li> </ul>
72-73	<p>Research Assistant, Department of Sociology (national survey of polytechnic staff &amp; students).</p>

### 3: Management Achievements and Experience

**Achievements at the Institute of Education included:**

*Institutional planning:*

- Producing and securing approval for the IOE's first corporate strategy (2012-2017)

*The Institute's postgraduate courses*

- Imparting a structure to the management of the Institute's 60 postgraduate courses.
- Developing self-critical capabilities among the course teams;
- Rationalizing a previously unmanaged offer and increasing teaching efficiency;
- Introducing a corporate sense of current quality standards;
- Producing a coherent offer across the Institute's courses;
- Introducing a formal course review system involving an external element;
- Achieving a climate of continuous collective improvement;
- Encouraging a responsiveness towards flexible forms of learning, esp. ICT-based.

*Learning and Teaching:*

- Developed the Institute's first Learning and Teaching Strategy;
- Instrumental in many developments to raise the profile of teaching within the Institute.

*Staff Development and Appraisal*

- Substantially enlarging the staff development programme (across all staff), making it responsive to internal client needs;
- Reviewing the staff appraisal system and seeing through a revamped system.

### **Responsibilities, Institute of Education, as Dean of Professional Development:**

Reporting to the Director, my portfolio included:

- i *Member of Planning & Resources Committee (Senior Management Team);*
- ii *Managing the development of the Institute's postgraduate courses;*
- iii *Oversight of the Institute's staff development and staff appraisal programme (covering all staff);*
- iv *Quality assurance matters across the Institute (both academic and administrative matters);*
- v *Learning and Teaching Strategy: developed the Strategy and overseeing its implementation;*
- vi *Overseeing the Institute's links with the UK's Institute for Learning and Teaching;*
- vii *Leading the Institute's preparations for Subject Review, Jan. 2001 (on all 60 postgrad. courses).*

Chair:

- Professional Development Board (oversees postgraduate courses);
- Committee for Quality Affairs;
- Staff Development Committee;
- Meeting of (50+) Course Leaders.

Member of:

Senate; Council; Finance & GP Committee; Information Strategy Committee; Publications Committee.

Line management responsibilities:

- Appointing 50+ course leaders, who were responsible to me.
- I also have had working to me many staff, both academic and administrative.

**My other management and administrative responsibilities (elsewhere) included:**

- University of London: For the past three years, Chair of Higher Degrees Committee.
- Society for Research into Higher Education (SRHE): Chair (2003-6)
- Chaired Committees in Professional Associations (SRHE); Higher Education Foundation;
- Member of Management Committee, SRHE, for ten years;

*Serviced Boards and Committees at national and institutional levels:*

- Working with senior staff across the sector;
- Participating in development of policy at the CNAA;
- Organising and participating in audit and validation visits to polytechnics;
- Writing scores of policy papers for committees.

**Academic Development:**

I have been proactive in bringing about academic development, *examples of which include:*

Institute of Education

- Establishing a Teaching & Learning Task Group (to identify good practice);
- Supporting distance learning (whether IT-based or materials based);
- Giving a higher profile to the improvement of teaching;
- Developing course review so that it sponsors educational improvement;
- Enhancing the level and quality of information available to students;
- Acting on reports from external examiners so as to improve course quality;
- Clarifying the 'student entitlement';
- Producing more systematic student feedback on their course experience;
- Requiring course aims to be more specific within course proposals;
- Considering the implementation of a scheme for accrediting teaching competence;
- Overseeing Student Charter;
- Directing the production of a Quality Handbook.

CNAA

- Convening a residential seminar on the Development of Undergraduate Awards;
- Assisting the commissioning of developmental projects (across polytechnics);
- Designed and directed workshops for external examiners.

HEQC

- Member of its Graduate Standards Committee;
- Institute's representative in HEQC's Quality Assurance Network;
- Orchestrated Institute's preparations for Quality Audit.

## 4: Funded Research

### Funded research projects

#### *As Director:*

- April 97-March 99     ESRC- funded study of the Changing Undergraduate UK Curricula:  
£75,000
- Oct 96-April 97     National Committee of Inquiry into Higher Education (Dearing  
Committee): £85,000
- Director of evaluation of responses to Committee's public consultation;  
principal author of report; (team of 7).
- Autumn 1994     Directed pilot study ((£2,300 awarded by Institute in preparation for an  
application to ESRC to examine the curriculum in UK  
undergraduate programmes of study).
- Oct 93-Jan 94     Director, Evaluation of Quality Assessment approach of the Funding  
Councils of England & Wales, leading team of 5 (£30,000) (leading to  
the so-called *Barnett report*)

#### *Other project involvement:*

- Autumn 99-  
Spring 2000     (HEFCE Project)  
Relationships between Research and Teaching, member of consortium  
working to HEFCE's review of Research Policy.
- Spring-1996  
Oct 92     (HEFCE Project)  
Improving the Quality of Programmes of Study in Sweden, with Bertil  
Rolf and Eskil Esktedt, a report on quality assurance in Sweden.
- Oct 88-July 89     Institutional course-validation processes: Director of CNAА-funded  
inquiry to identify examples of "good practice" in course review in the  
polytechnic sector.
- Oct 85-March 86     Part-time students: institutions' provision and facilities, with T Bourner  
(Director) et al, CNAА-funded survey of HE institutions in public  
sector.
- Jan 85-Sept 85     Models of Professional Preparation, DES research project, with  
Professor T Becher (Director) and Miss Cork.
- April 72-Sept 73     People in Polytechnics, Polytechnic of North London, research assistant  
on national survey of polytechnic staff and students.

## 5: Consultancies

### 1993

#### Scottish Higher Education Funding Council

- Review of the SHEFC teaching quality assessment methodology.  
*Report: Quality Assessment: An Evaluation* (Edinburgh: SHEFC)

### 1994

#### Higher Education Funding Council for England; Higher Education Funding Council for Wales. (£35,000 grant)

Review of the English and Welsh teaching quality assessment methodologies.

*Report: Assessment of the Quality of Higher Education: A Review and an Evaluation*  
(Bristol, HEFCE). [The so-called *Barnett Report*]

This report led to fundamental changes in the approach to teaching quality assessment in England, in particular, through the adoption of a profiling approach.

A commentary paper, analysing the consultancy process, and co-written with Professor Gareth Parry, has been published in the literature (2014): see below under Publications (d) 'Papers in refereed journals'.

### 1994, 1995

#### Central School of Speech and Drama

- Independent Assessor for internal departmental reviews.
- In 1995-96, acted as a continuing assessor for the whole of the annual cycle of departmental reviews.

### 1995

#### University of the West Indies

- Design of a teaching quality assurance system.  
*Report* (unpublished): *Assessing Teaching Quality at the University of the West Indies.*

#### Committee of Scottish Higher Education Principals

- Report for COSHEP on the development of teaching quality arrangements in Scotland.



**1996**Standing Conference of Principals (SCOP)

- *Report for the Council of Management of the SCOP* (unpublished): (Svava Bjarnason and Ronald Barnett): HEQC Audit Reports: A Review and Analysis

**1997**'Dearing Inquiry' into Higher Education

- National Committee of Inquiry into Higher Education (chaired by Sir Ron Dearing): led team analysing the responses to the Committee's public consultation and wrote ensuing report, which appears as Appendix 1 to the Committee's Report.

Queen Margaret College, Edinburgh

- Review for the Department of Occupational Therapy, Queen Margaret College, Edinburgh, of its teaching approaches, observing lecturers' teaching over a two-day period. Produced report for the Department.

**1998**Institute for Learning and Teaching in Higher Education (ILTHe)

- Member of Coopers & Lybrand team, working up draft corporate plan for the ILTHE.

**1999**HEFCE

- (with Professor Gareth Williams), 'scoping study' on relationships between research and teaching, including literature review.

Royal Pharmaceutical Society of Great Britain

- Advisory report on taking forward the Society's new scheme for Continuing Professional Development for its members.

**2000**HEFCE

- Part of consortium looking at relationships between research and teaching (as part of HEFCE's review of research policy).

**2003**

University of Westminster

- (With Professor Gill Nicholls), assisting the University - over 6 months - in developing its programme of pedagogical research projects conducted by members of its staff.

Missenden Centre for the Development of Higher Education

- Co-Director of 2-day seminar on postgraduate research degree programmes.

**2005**HEFCE

- Member of research team and educational consultant to consortium conducting suite of projects on *space management* in institutions of higher education. With a colleague, have explored and produced a report on universities' future space needs.

**2009**Parliamentary Select Committee – Inquiry into Students and Universities

- Special Adviser

**2010**University of Surrey

- *Senior Research Consultant*: assisting in developing an agenda around the idea of 'lifewide learning' (conducting a small-scale research project, and being involved in the SCEPTRe conference on the topic).

**2011**

- LSE/ Tata Institute of Social Sciences (TISS - in India): an evaluation of an LSE/TISS collaboration (involving a visit to TISS in Mumbai, including to the funder of the collaboration, the TATA corporation).
- University of Vienna, Austria: Member of review team evaluating work of the University's Teaching and Learning Centre.

**2012**

- University of Lincoln: assessment of draft REF return for the Education Group (involving both a report and meetings with the members of the Group and senior staff).

**2013-14**

- Higher Education Academy: Associate, being academic lead for suite of projects on flexible pedagogies. Wrote major report on the topic – see under 'Publications'.

**2017-**

- St Mary's University, Twickenham, Middlesex: Various tasks.

***Other smaller consultancy activities include:***

- Committee of Vice-Chancellors and Principals
- Cranfield University
- University of Bournemouth
- University of Liverpool
- Northampton University
- University of Hull
- Centre for Higher Education Policy Studies, Netherlands
- University of West London
- Aga Khan University, Karachi, Pakistan
- Some private companies (eg running workshops)

## 6: Teaching

- (i) **Course leader, MA Higher & Professional Education (1990-1994):**  
(Course taken by experienced practitioners in professions and professional education)
- Led complete redesign of course;
  - Redesigned course documentation and course handbooks (to match or surpass best practice anywhere in world);
  - Chaired course committee; serviced Board of Examiners.
- (ii) **MBA course on Higher Education Management**
- a Member of course team;
  - b Coordinator of Quality module;
  - c Act as tutor to some 12 students.
- (iii) **Teach on EdD programme**
- a Foundations of Educational Professionalism;
  - b Postcompulsory Education specialist strand;
  - c Advanced Methods of Inquiry.
- (iv) **Supervised around thirty research students in the fields of higher & professional education, the topics of whose research included:**
- The Student Experience;
  - Scholarship and the Relationship between Research & Teaching;
  - Critical thinking in the Health Professions;
  - Modular curricula;
  - Business Studies;
  - Tourism Education;
  - Educational Relationships in Midwifery Education;
  - F R Leavis and the Idea of the University
  - Identities of academic developers.

### General approach to teaching:

I brought three dimensions to my teaching:

- a *Student voice:* In my 'teaching', I aim to provoke, to engage, to give the students courage to voice their views and, in their writing, to develop those views. In one module that I ran, I placed responsibility on the students to lead and take forward the discussion.
- b *Provocation and empathy:* I deliberately set out to provoke students and to lead them into unsettling situations but in a setting of empathy and understanding.

- c. *Standards*: I try to enable my students to become analytical practitioners so that they take on sophisticated powers of theoretical analysis. I look to them to become creative thinkers, injecting divergent forms of understanding into their professional situations. This approach can lead to practical, personal and intellectual transformations.

**Some students' comment on my teaching:**

'inspirational course'

[Your technique] 'started with a "bang" and was an extremely powerful way of evoking reactions'

'I am using your method of ... I will never forget it'

'The format is unusual (maybe unique) but I feel that it does work well ... '

'... the help and encouragement you have given me ... seem to have opened a door, and made me feel able to contemplate trying things I thought were beyond me.'

'Thank you for providing a stimulating course that rebuilt my self-esteem.'

'The course has been a joy - the 'mind stretching' that has taken place for me is a constant wonder.'

## 7: Professional Standing and Activities

### Media appearances

#### Radio

- 1996: Panel discussion on setting up of National Inquiry into Higher Education (Dearing Inquiry);
- 1997: Panel discussion on future of higher education;
- 1999: Interview on New Zealand radio, in the context of my latest book;
- 2003: Panel discussion on admission policies in universities.

#### TV:

- 1998: Interview for programme on innovation in higher education
- 2000: Interview for Sky News on 'elitism' in higher education.
- 2009: Panel discussion on Open University, Colombia on the occasion of a conference in Bogota focused on my work.

### Invitation seminars (have included):

- *House of Commons Education Sub-Committee* seminar on higher education, 1 March, 2000: presentation to launch the seminar and offer an overview of issues to the Committee.
- *11 Downing Street*: participation in series of seminars on higher education (organized by the Smith Institute & the Higher Education Policy Institute).
- *Regular member at seminars hosted by the Higher Education Policy Institute* – and held at the House of Commons.

### Other indicators of impact and personal standing:

- Two conferences (London, Colombia) being devoted to my work
- An interview with me being included in a book of interviews on UK higher education conducted by a Japanese author;
- My being interviewed on my work by three scholars, the interview appearing as a paper in a leading journal;
- Being invited to write prefaces in books;
- Being invited to write back page 'puffs' for books/ journals;
- Being frequently invited to participate in closed high level policy seminars on higher education both in UK and in continental Europe (including an invitation seminar organized by the *Guardian* newspaper).
- Being invited to participate in National Commission on Education, 1993 & 2003.
- Papers in academic journals given over principally to reviewing my work, eg:
  - Aidan Curzon-Hobson, 'Higher Education in a World of Radical Unknowability: an extension of the challenge of Ronald Barnett', *Teaching in Higher Education*, 7 (2) 179-182).

- Soren Bengtsen (2017) ‘Supercomplexity and the University: Ronald Barnett and the Social Philosophy of Higher Education’, *Higher Education Quarterly*, 72, 65-74.
- Having a section in an academic dictionary given over principally to my work (dictionary on *Philosophy of Education*).
- Being interviewed in Australia, as part of a study of leading researchers in Education: a paper based solely on that interview has been given in an Australian conference.
- My work being specially commended in an article in the *Times Higher Education* magazine (5 Nov, 2015, p31)
- Being invited to give evidence to the Higher Education Commission in its work on ‘More Flexible Provision’ in higher education (June 2016)
- (2017-) Member of international steering group for cross-European ‘Crithinkedu’ project, organized from Portugal.

### **University of London**

- Member, Court
- Member, Senate
- **Chair, Research Degrees Committee**
- Member, Governance Committee
- Member, Convocation Trust Committee
- Member, External System Lead Colleges Committee

### **Bloomsbury colleges:**

- Conducted review/ produced report on ways of developing links among the colleges of the University of London in and around Bloomsbury.

### **Institute of Education:**

- Lead Editor, *Learning Matters*
- Jt Chair, School Quality Assurance/ Quality Enhancement Committee
- Chair, Board of Examiners, MA Distance Education
- Chair of various course/ programme reviews, eg, Chair of review of the Institute’s EdD programme

### **School of Advanced Study (University of London)**

- Member of Quality Assurance Committee (2003-2014)

### **University College London**

- Connected Curriculum Steering Goup – member (2016-)

### **St Mary’s University, Twickenham (2010-)**

- Research and Scholarship Committee
- Various working parties and reviews

### **University of Westminster**

- Member, Higher Education Research Centre Steering Group

**External Examinerships:**

- BSc Occupational Therapy, Nene College of Higher Education;
- Pg Cert in Professional Practice - Academic Administration, AUA/ Open University;
- MA Comparative Higher Education, University of Reading
- 70+ research degree theses - have included:  
(*PhD*) Universities of Melbourne; Sydney; Queensland; Stellenbosch; Fort Hare (South Africa); Hong Kong; Leuven (Belgium); Aarhus (Denmark); Durham; Aberdeen; South Bank; Wolverhampton; Sheffield (5); Manchester; Open University, Liverpool; Henley Management College/ Brunel; Kings College London (2); Bath (2); Brighton; Sussex; Surrey; Oxford (3); UCL (2); Institute of Education, London; Exeter; Cambridge (2); Greenwich; Leicester (2); Warwick. (*EdD*) Hertfordshire; Leicester. (*MPhil*) North London.

**Visiting Professorships**

2001-6	University of Bournemouth
2004-9	Beijing Normal University
2006-8	Xiamen University, China
2013-	Thames Valley University
2010-8	Charles Sturt University, Australia
2012-	Adjunct Professor, Centre of Global Studies in Education, University of Waikato, New Zealand
2013-	Kingston University (UK)

**Visiting Fellow:**

1985-87	Centre for Staff Development in Higher Education, University of London, Institute of Education
2011-14	Honorary Senior Research Fellow, Department of Education, University of Oxford

**Series editor**

2002-08	Co-editor (with Gill Nicholls) of book series on Higher Education, Routledge.
2016-	(with Paul Gibbs and Amanda Fulford) book series on the Philosophy of Higher Education, Springer.

**Journal Editor:**

1990-95	<i>Studies in Higher Education</i>
2005-9	<i>London Review of Education</i>

**Journal Editorial Boards/Advisory Boards:**

- *South African Journal of Higher Education*



- *Teaching in Higher Education*
- *Journal of Higher Education Policy & Management*
- *Studies for the Learning Society*
- *Journal of Modern University Education*
- *Frontiers of Education in China*
- *Modern University Education (Chinese publication)*
- *Journal of Applied Research in Higher Education*
- *Science and Education*
- *Journal of Education (Institute of Education and Research, University of the Punjab)*
- *HETL Anthology series* (also, member of Review Board)
- *Rumbus en Education* (Chile)
- *Open Review of Educational Research*
- *Journal of Praxis in Higher Education*

2013- Assessing Higher Education – book series edited by Professors Sharon Rider and Michael Peters: member of board of international consultants

### **Refereeing activities:**

Journals (include):

*Higher Education Quarterly*  
*Higher Education*  
*Higher Education Research and Development*  
*Oxford Review of Education*  
*Teaching and Teacher Education*  
*Journal of Policy Studies*  
*Assessment in Education*  
*Studies in Higher Education*  
*Teaching in Higher Education,*  
*Science and Public Policy*  
*London Review of Education*  
*Journal of Education Policy*  
*Journal of Applied Research in Higher Education*  
*Science and Education*  
*Educational Philosophy and Theory.*

Books: Frequently referee book manuscripts for publishers, eg, McGraw-Hill/ Open University Press, Kogan Page; Routledge; Peter Lang; Bloomsbury.

Also: Referee research applicants for ESRC; Leverhulme Trust and other such bodies

### **Research Assessment Exercise:**

- Specialist Adviser to Law Panel, 2001

Also, frequently invited:

- to offer an opinion on candidates for chairs;

- to serve on appointment panels in UK universities for senior positions.

**NB:** *Over the past 30 years or so, I have provided an 'expert opinion' around 1,000 times - journal papers/ professorial candidates/ assessing reports to organizations/ assessing research proposals/ book proposals and so on.*

### **Professional body activities**

#### Society for Research into Higher Education

2004-7	-	Chair
1981-	-	Member, Governing Council
1987-93, 2001-3	-	Vice-Chair (3 terms)
1982-86	-	Honorary Secretary (2 terms)

#### Higher Education Foundation

1991-		Trustee
1991-93		Chair, Development Committee
1988-91		Chair, Conferences Committee
2003		<b>Chair</b> (and organizer), Joint Study Day with Higher Education Policy Institute on <i>The Responsible University</i> .
2005		<b>Chair</b> , invitation consultation, Salisbury Cathedral.

#### **Membership of other bodies (overtime):**

- Education Association for Institutional Research (EAIR)
- Consortium of Higher Education Researchers (CHER)
- (by invitation) Higher Education Studies Group
- (by invitation) Research and Teaching Group
- Philosophy of Education Society
- Royal Society for Arts (Fellow);
- Staff and Educational Development Association
- MOSAIC
- Standing Conference on Studies in Education
- Society for Values in Higher Education (USA)

#### **Responsibilities with other organizations:**

1993-96	<u>University of Lancashire</u> ; member of Quality Forum.
1992-95	<u>College of Occupational Therapists</u> , Education and Research Board;
2004-2007	Chair, Academic Advisory Committee, <u>American Inter-Continental University</u> , London
1999-2004	Governor, <u>North London Collegiate School</u>
2000-2005	Member, Professorial Titles Committee, <u>Southampton Institute</u>
2002-2004	<u>Kings College, London</u> : External Assessor, Kings Institute for Learning and Teaching.
1995-2000	<u>University College, London</u> : member of various academic review panels
2007-2009	Advisory Board, <i>eSharp</i> , online postgraduate journal, University of Glasgow
2005-2015	School of Advanced Studies, University of London: external member of its Quality Committee.

2012	External Advisor, Centre for Higher Education, University of Edinburgh.
2012-	Member, Advisory Board, Lifewide Education Community
2013-2016	Invited (external) member, Higher Education Research Centre, University of Westminster
2009-	St Mary's University College, Strawberry Hill, Twickenham – various committees and working parties
2013-	Aarhus University, Denmark: Member of Faculty of Arts Advisory Board
2013-	Centre for Global Studies in Education, University of Waikato: member of international advisory board
2014-	International advisory Board member, Prague College
2017-	'Critical Thinking across European Higher Education Curricula' (European Commission project directed from Portugal): member of international advisory board.
2016-	Connected Curriculum Steering Group, UCL – member.

### ***Responses to Consultations***

- eg:
- (Institute of Education response to) HEFCE consultation, 2001: Supply and Demand in Higher Education;
  - Personal response to University of Brighton Consultation on its Corporate Plan,
  - Personal response to QAA consultation on its draft Guidelines on International Students.

## 8: National Committees and National Task Groups

### ESRC

- 2001-6 ESRC: Learning and Teaching Programme: Member of Steering Committee  
 2001 ESRC: member of Steering Committee

### Higher Education Academy

- Academic Committee  
 Council  
 2006: HEA: Constitution Working Group

### Higher Education Funding Council(s)

- 1999 HEFCE Task Group on *Institutional Learning and Teaching Strategies*  
 1993-94 Funding Councils' Joint Working Group on Performance Indicators in Teaching and Learning.

### Learning and Teaching Support Network

- 2001- Member, Advisory Group to Generic Centre  
 2003- Member, External Examining Project: Institutional Working Group

### Institute for Learning and Teaching in Higher Education (ILT)

- 1998-9 National Planning Group, designing the accreditation system for the emerging *Institute for Learning and Teaching in Higher Education*;

### Council of University Deans of Arts and Humanities

- 1997-9 Member of *Council of University Deans of Arts and Humanities*; also a member of its Executive Committee.

### Higher Education Quality Council

- 1996-97 *Graduate Standards Committee*  
 1994 Working Group on *The New Vocational Qualifications*.  
 1991-93 Higher Education Quality Council: Professor Peter Scott's study on "Academic Values and Institutional Culture" (part of national CATS Project).

### National Institute for Adult Continuing Education

- 1989-90 Member of Council;  
 1990 Higher Education Policy Working Group (producing report on Adults in Higher Education).  
 1993-94 Working Group on Adults in Higher Education (producing report on An Adult Higher Education: A Vision).

### Council for National Academic Awards

- 1989-93 CNAA/Higher Education Quality Council: Project Steering Groups for Professor Mantz Yorke's projects on Performance Indicators.  
 1989-90 Steering Group for Professor Graham Gibbs' project on improving student learning.

### Other:

- 2006 QAA: Working Group on Levels and Characteristics of Postgraduate Qualifications  
 1990-93 Universities Council for Adult & Continuing Education, Member of Council  
 1994 Universities' Staff Development Unit: member of Working Group producing 'Quality Matters: Towards a Policy of Staff Development on Teaching in Universities'.  
 1981-83 SRHE/Leverhulme Enquiry into Higher Education: member of Steering Group.

## 9: Book Endorsements (*back page puffs for books by other scholars*)

- Peter McClaren and Petar Jandric (2020) *Postdigital Dialogues on Critical Pedagogy, Liberation Theology and Information Technology*. (Bloomsbury)
- Tim Bilham, Claire Hamshire, and Mary Hartog, (2019) (eds) *Reframing Space for Learning: Empowering Excellence and Innovation in University Teaching and Learning*, (UCL IOE Press).
- Jason Davies and Norbert Pachler (2018) (eds) *Teaching and Learning in Higher Education: Perspectives from UCL* (UCL IOE Press)
- Paul Gibbs (2017) *Why Universities Should Seek Happiness and Contentment*. (Bloomsbury)
- Jon Nixon (2016) *Gadamer: The Hermeneutical Imagination*. (Springer).
- Nuraan Davids and Yusef Waghid (2016) *Educational Leadership in Becoming: On the potential of leadership in action*. (Routledge)
- Helen Pokorny and Digby Warren (eds) (2015) *Enhancing Teaching Practice in Higher Education*. Sage.
- Maggi Savin-Baden (2015) *Rethinking Learning in an Age of Digital Fluency*. Routledge.
- Linda Evans and Jon Nixon (eds) *Academic Identities in Higher Education*. Bloomsbury.
- John Lea (ed) (2015) *Enhancing Learning and Teaching in Higher Education*. McGraw-Hill.
- Ben Spatz, (2015) *What a Body Can Do: Technique as Knowledge, Practice as Research*. Routledge.
- Maggi Savin-Baden and Claire Major (2012) *Qualitative Research: the essential guide to theory and practice*. Routledge.
- Feng Su and Bart McGettrick (eds) (2012) *Professional Ethics: Education for a Human Society*. Cambridge Scholars Press.
- Sadaf Rizvi (ed) *Multidisciplinary Approaches to Educational Research: Case studies from Europe and the Developing World*. Routledge, 2012
- Tehmina N Basit and Sally Tomlinson (eds) *Social Inclusion and Higher Education*. Policy Press.
- Michael Peters (ed) *Cognitive Capitalism, Education and Digital Labour*. Peter Lang.
- Joelle Fanghenhal, (2012) *Being an Academic*. Routledge
- Jon Nixon (2011) *Higher Education and the Public Good*. Continuum.
- Mike Pedler (ed) (2011) *Action Learning in Practice* (4<sup>th</sup> Edition). Gower Publishing.
- Brenda Johnston, Peter Ford, Rosamond Mitchell, and Florence Myles (2011) *Student Criticality in Higher Education*. Continuum books.
- Trevor Kerry (ed) *Meeting the Challenge of Change in Postgraduate Education*, Continuum books (2010)
- Les Bell, Howard Stevenson and Mike Neary (eds) *The Future of Higher Education: Policy, Pedagogy and the Student Experience* (2009) Continuum
- 2<sup>nd</sup> edition (2009) of Rowena Murray's *Writing for Academic Journals* (McGraw-Hill)
- Maggi Savin-Baden (2000) *Problem-based Learning in Higher Education: Untold Stories*. Buckingham: Open University Press/ SRHE.
- Greg Light & Roy Cox (2001) *Learning and Teaching in Higher Education*, London: Paul Chapman
- Gerard Delanty (2001) *Challenging Knowledge: The University in the Knowledge Society*. Buckingham: Open University Press/ SRHE.

## 10 Recent comments on my writing, talks and other activities (mostly since 2013):

### Writing

- (comment on my book *Being a University*, in column of scholar-reviewers in *Times Higher Education*, 10-16 January 2013): ‘This is a beautiful and elegant effort, bringing clarity to the tortuous debate about what universities are for ... (with) a near literary style that is highly pleasing ...’
- (following talk in Cambridge, Philosophy of Education Renewal conference, Sept 2013): ‘Thank you for such an inspirational book and talk ...’
- (endorsement to an edited volume – *Academic Working Lives*): ‘Amongst many insightful contributors, Ron Barnett deserves special mention for his chapter ...’
- (comments on a contribution for an international encyclopedia, Nov 2015): ‘What a marvellous piece - a masterpiece as far as I am concerned. You have managed an almost impossible task and handled the theme most thoughtfully and eloquently. Thank you so much!’
- (comments on a recent book of mine in an article in the *Times Higher Education* magazine, 29 Oct 2015): ‘I commend to you the work of Ron Barnett and his book [Imagining the University](#). In this seminal work, Barnett throws out a challenge to all of us involved in the too-often overly managerial task of corporate or strategic planning ...’
- (comments on Foreword of mine from the author of a manuscript, Nov 2015): ‘Thank you, this is absolutely delightful. I feel really honoured that you have provided this.’
- (comment from a university professor on receiving my invited Foreword for a edited volume, March, 2016): ‘I am very grateful indeed, for the promptness, content and the elegance of your piece. Oh to be able to write as you do! So - a very big thank you.’
- (comments from author on a Foreword to a book, February 2016): ‘My goodness Ron this is awesome. I love it and you are so kind and generous with the way you have constructed your commentary.’
- (comment from dedicatee on my chapter in a festschrift): ‘the wonderful web of paths it opens up for reflection’ and the way in which ‘it takes the reader into uncharted space and possibilities for research that would engage so many dimensions of mind and imagination.’
- (out-of-the-blue email comment, from New Zealand): ‘Was just reading your work and I was reminded of how amazing your writing is.’
- (comment from authors, following my writing a foreword for their book, June 2016): ‘I think it’s perfect ... and very humbling to read! I think you have captured the essence of our argument beautifully’.
- (out-of-the-blue email, July 2016): ‘I have just read your article ‘Learning for an unknown future’ and feel so inspired by it ... It has brought a lot into focus for me and I am delighted to have read such an articulate and thought-provoking piece.’
- (out-of-the-blue email from a doctorate student in Canada, May 2017): ‘I am writing to you to tell you that I found your article inspiring and I plan to use your guiding principles.’
- (comment from an Australian scholar, unknown to me): ‘Your inspirational research is always a pleasure to read.’
- (out-of-the-blue email from a person unknown to me): ‘I wanted to let you know that your work has made a considerable impression on me ...’
- (in an article by an Australian vice-chancellor): ‘Personally, I am drawn to Barnett’s idea of the ecological university, both for its intuitive appeal and for its empirical fit with [our university].’
- (comment from a reviewer of a book proposal of mine): ‘[Ronald Barnett] has helped to define the field of higher education studies.’
- (from an international colleague): ‘Not only have you created a new and original idea of the university for the 21<sup>st</sup> century ... but you are also changing the institutional landscape and practices. A sign of genius.’
- (in an email from Australia, Aug 18): ‘I’m doing a PhD in Anthropology ... I’ve been reading “Imagining the University” and “The Ecological University” ... and they’ve given me hope! ... I’ve used them in a blog post ... so I thought I would send it to you ...’
- (following an invited Afterword): ‘Thank you, Ron, for a beautifully written Afterword. As always, your brilliance will add to our argument and we are privileged to have your contribution in the book.’
- (from a major Australian policy report, *Equity at and beyond the boundary of Australian universities*, 2019): A substantial reference to my work that includes ‘This ecological institution

has evolved through stages that in include ...'

Barnett's inimitable shorthand

- (from an academic abroad unknown to me): 'Since all your writings are so inspiring for me, I wanted to share with you a paper of mine. Please feel no pressure to read it or respond. I am just happy that I sent you my text.'
- (comment on ResearchGate): 'Thank you so much. I have been reading you and I don't know why universities have not understood all your contributions. Thank you again!'
- (comment from a book author, in the wake of a Foreword of mine, 2019): 'I admire your pen, and your capacity to brilliantly keeping metaphors, and poetry, in interactive dialogue with concrete examples and everyday situations. It elevates the text, stimulates reflection, and ... makes it so accessible. A rare gift!'
- (from a university vice-chancellor, Dec 2019): 'I have always followed your work and it is a big influence on my thinking over the years.'
- (out-of-the-blue email from an academic who I've never met): 'I feel as if I know you personally from all your books which have come to adorn my bookshelves over the past thirty years as an academic.'
- (comment by the academic editor, on receiving my Foreword to a volume): '... we thought it a magnificent contribution'.
- (from the editors of a volume, on receiving my Foreword): 'We are in awe with your skill to write such an acute and inspiring forward in such a short time! What do we think? We think that, in merely three pages, you have said it all!'
- (from an email from an unknown correspondent): 'I'm forwarding a recent article [of mine] that is clearly inspired and informed by your writings on higher education. I hope you will find the paper a tribute to your influence on my thinking. For a number of years, I have found your arguments a welcome countervailing voice to narrowing trends in HE. Keep well and thank you - thank God! - for your considerate energy!'

#### ***Conference keynotes and talks***

- (email comment, following a seminar of mine): '... thank you for your honest and inspiring insight into your professional life ... the students spent an hour talking about what they got from it, and I've had emails ... saying what an impact you had.'
- (on keynote talk at York St John University, July, 2013): 'It was lovely to meet you and thank you again for giving such a brilliant keynote address. People very much enjoyed listening to you and I have heard many appreciative comments from many people. Thank you so very much for what you did – it was marvellous.'
- (following keynote talk at conference of Vice-Presidents in Canada, 2013): 'More thought-provoking speakers like Barnett.'
- (email remark by host, after a seminar in Belgium, Dec 2013): 'Allow me to thank you once again for the very inspiring lecture!'
- (comment from the host of a major national conference on flexible learning): 'Thank you too for such a great ... and challenging keynote talk at the Future Directions conference. Amazing!'
- (comment from a host of a major national conference on lifewide learning, April 2014): 'I can tell you one person gave you 10 out of 5! I personally found your ideas inspiring ...'
- (from Deputy Vice-Chancellor, following a keynote to a university's learning and teaching day, April 2015): 'I thoroughly enjoyed your presentation finding it both thought provoking and engaging as did everyone.'
- (comment from host, following a seminar at a (Russell Group) university, April, 2014): 'Can I thank you again for ... such a stimulating presentation and discussion about your most recent thinking about the University. The event was very well received by my colleagues in our Centre but also by the wider university audience. For me personally, negotiating my own position within the 'management' structures at [x university], your observations on leadership were particularly thought provoking.'
- (follow-up letter from host of an annual conference of a national body, April 2014): 'Thank you so much ... Your engaging and inspiring talk ...'
- (follow-up email from host (Deputy Dean and senior professor) of a symposium in Uppsala, Sweden, May 2014): 'Just wanted to send off a quick thanks for your inspiring lecture, your helpful comments and the pleasure of your company ...'
- (following international conference in Denmark, Nov 2017): (from the organizer): 'I'm so very grateful for your keynote at the conference, and your presence in general was very important and gave it all a lift!' (In an email from a participant): 'Thanks again for your fabulous and

- inspiring talk at the Aarhus conference.’
- (following invited seminar, Russell Group university, Jan 2018): ‘A huge thank you for your inspiring and thought-provoking seminar. It was fantastic to be asked challenging questions ...’
  - (following a keynote talk in Germany, April 2018): ‘Thank you for your inspiring presentation. Your speech gave me back hope. It is the first speech, since I started at the university, which has inspired me and, more important, which was idealistic. If the university isn’t the place for idealism, where should it be?’
  - (following a keynote in Greece, May 2018): ‘... Your contribution was inspiring and set the ground for the entire proceedings.’
  - (following a keynote in Australia, July 2018): ‘... I would like to thank you for your time and very inspirational keynote.’
  - (following a keynote in Dublin, May 2019): ‘Your personal warmth and genuine engagement with us as well as your knowledge and expertise were remarked upon throughout the day. Your address was hugely important in setting out not only the context and themes but also the tone of the conference [and] was noticeably collegial and supportive.’
  - (following a keynote in Uppsala, May 2019): ‘Your closing [keynote] had much to do to follow the presentation prior to yours but I thought you did it brilliantly. One of the best I have heard from you. Uplifting.’
  - (from a conference organiser, July 2019): ‘your talk gave all the inspiration we were looking for ... It will certainly have a lasting impact!’

#### *Seminars and workshops*

- (email comment from participant in a seminar of mine): ‘Thanks for your session yesterday, I really enjoyed it. Your book and your research deal with life ... actually very passionate about it’.
- (following seminar in University of Vancouver, Oct 2013): ‘I heard from my colleagues and a couple of students that you gave a truly great seminar ...’ (from Head of Centre out of the country at that time)
- (comments from company responsible for whole-day workshop on the curriculum, following my managing and chairing of it through the day): ‘... a big thank you for leading the event yesterday and all your help in the run up. ... the delegates were extremely impressed by the day, with many highlighting its value to them. I do hope I will have the pleasure of working with you again.’
- (comments after an invited summing-up of a half-day developmental session for a university’s middle managers, April 2015): ‘I just wanted to say how much I enjoyed your fantastic summing up today’ (Professor and Dean); ‘Great reflections ... and important comments ...’ (Professor and Group leader); ‘Thank you so much for your intervention today – interesting, sharp and “spoken through the heart” ... many thanks for helping us at [x university] with your ideas and enthusiasm ...’
- (feedback after a workshop session within a programme for an Omani delegation): ‘Thank you enormously for your superb contribution to the Omani course yesterday - we had a paper feedback on learner satisfaction - you scored mostly excellents!’
- (comments after a talk in Brussels to the steering committee of an international body, Oct 2014): (from a college principal) ‘Many thanks for a great presentation – very inspirational!’ (From a senior professor) ‘Very many thanks for your inspiring talk the other day in Brussels ... we all felt elevated and intrigued by what you had to say.’
- (feedback after workshops with delegation of Chinese academic leaders, Oct 2019): ‘Many thanks for a superb second seminar on Friday ... it was a highly stimulating, highly engaging and highly appreciated session.’

#### *Other comments*

- (from a letter): ‘I found the experience of working on a book with you quite inspiring ...’
- (comment on being shown as a keynote speaker in the publicity for a conference in Malaysia): ‘What a scoop getting Ron Barnett!! ... So theoretical and considered and he analyses the nature and meaning of universities with great sensitivity. A real draw card for you.’
- (personal comment (Dec 2013) from a leading figure in UK higher education, now retired): ‘I wish I had had a fraction of the impact on HE that you have had.’
- (personal comment (Dec 2013) from the Director of an independent consultancy and development agency): ‘Thanks Ron and thank you for giving us your support and encouragement. Your reputation as a scholar and thought leader counts a lot.’



- (comment from a lecturer after one of my international trips): ‘Thank you for your kind words and encouragement. Your work and working ethic have truly inspired me.’
- (communication from lecturer in the Netherlands, April 2014): ‘Just to let you know: we have had a reading group among teachers at our university ... on your 'A Will to Learn' and it produced a most amazing and inspiring conversation. It really felt as if your book gave us a language for the stuff we intuit, but could not properly articulate. The teachers with no philosophy background ... were extremely enthusiastic ..., saying that it gave them a whole range of new ways of looking at their everyday practices.’
- (comments from the convenor on my stepping down from membership of an Editorial Board for an International publication, Jan 2016): ‘I have enjoyed working with you on this project and feel that without your input it would not have been half as successful as it has turned out to be. Thanks ... for everything you have done.’
- (reflective comment from former student, now a senior administrator): ‘You were, it feels, ahead of your time.’
- (from a publisher, 2016): ‘It has been a great pleasure working with you ... your professional and enthusiastic approach ... is a trait I could only hope to find in other authors.’
- (comment from course director, Australian university): ‘... your work has inspired much of the thinking behind the degree I run over here in Sydney.’
- (comment from an academic, after an informal advisory meeting): ‘It was so good to speak with you -I went away feeling inspired!’
- (out-of-the-blue email from a USA professor, May 2017): ‘Having found little in the way of literature on the philosophy of higher education, I am encouraged and inspired by your call for the development of such a sub-field.’
- (email comments following lecture visit to Australia, July 2017):
  - (State Government Education Department): ‘Thank you for your inspiring presentation and discussion yesterday. The feedback ... was glowing.’
  - (An Australian educational association): ‘... thank you for contributing so generously to our Forum. You gave us much to think about, question, imagine – a terrific start to (the) day ...’
  - (Following an impromptu action of mine during a talk): ‘I really wished I could have videoed you when you were working on the whiteboard!’
- (comment from an international colleague): ‘Thank you so much Ron. It is I that say thank you because you keep us on the job, and because of your thoroughness, which I hugely admire.’
- (comment from a very experienced professor): ‘You are always so encouraging and generous in your praise. It has sustained me over the years and I know - from conversations with other colleagues - that your support has been invaluable. You are in my view - and in the view of many others - the great game-changer in higher education studies, raising it to an entirely different level.’
- (from Professor Graham Badley): "I have known Ron Barnett for a long time and regard him as the best of critical friends. He has been a great influence on my own work and has also encouraged me and supported me throughout my career. I devour his books, marvel at his productivity, admire his criticality even if, at times, we might emphasise different aspects of educational thought. My academic, and now my post-academic, writing has been and continues to be enriched by his stimulating ideas."
- (in an email): ‘I’ve just finished reading *The Ecological University*: I think it’s a tremendous achievement. ... I feel privileged to have witnessed your creativity at work over a number of years. [It is remarkable] how many of your students have gone on to write books of their own. It’s a very special gift to have inspired such creativity in others.’
- (in an email from a person unknown to me): ‘I can’t thank you enough for your ideas and encouragement. You’ve opened up my thinking in new ways, and improved the ...[research] application greatly.’
- (from a university leader): ‘It was such a joy and excitement to have you with us at ... yesterday and to watch as active on the spot transformation occurred at the SLG.’
- (out-of-the-blue comment from an academic unknown to me): ‘We need to keep the vital arguments you make in the forefront of people’s minds in these challenging times. You are an inspiration, and your work principles for HEIs informs the principles of the framework I developed for research.’
- (following a conference keynote of mine): ‘I would like to say that it was a great pleasure to spend time with you last week. As I mentioned, I have read many of your books and found them

very helpful to my thinking. I (also) found your presentation very inspiring,'

- (from a professor on the continent of Europe): 'You have built, not just *a* (because there has been no one else), but, *THE* philosophy of the university and higher education. It wasn't there before. It's there now.'
- (from a university professor): 'You have been the unquestioned strongest influence on my academic life for the last 10 years, and continue to be an immensely bright star I try to navigate after. I owe you so much.'
- (from a member of a university's professional staff): 'The phone-call we had ... was integral in giving me the courage to pursue this project.'
- (from a friend and collaborating colleague): 'Working alongside of you, and learning from you continuously over the last 10 years has made me grow in a way I could not have imagined. And as a person too, there's a fundamental ethics interwoven into the fabric of every dealing you have with people academically and personally. Perhaps that is the real foundation of the philosophy of higher education that you've built – it's not only one of thinking, being, and understanding, but one of *love, spirit, and life*. That's why it's a *philosophy* of higher education and not merely a theory of higher education.'
- (from an administrator and early academic): 'I cannot articulate how grateful I am for your guidance that I have found in our interaction.'
- (from a university professor outside the UK): 'You inspire a research field. You inspire a world.'
- (from a collaborator): '... loving this experience working with you ... inspiring!'
- (a reported conversation): 'Ron Barnett - he's a legend!'
- (out-of-the-blue comment in an email): 'I have much appreciated your work and would love to meet you one of these days ...'
- (comment on an invited commentary on a draft report): 'Thank you so much for the attention you have devoted to this and [your] incredibly helpful comments ...'
- (from a successful doctorate candidate): 'I want to thank you for being the external examiner for my thesis. Your work has been influential and inspiring and was a regular companion during my PhD studies, so it was such a fitting end to the process to have you as an examiner. Thank you, too, for making the viva such a positive and uplifting experience.'

**Publications****Books**

a) 14	<b>Major works</b> ( <i>four being national prize winners</i> )
b) 21	Edited or joint authored ( <i>one being an international prize-winner</i> )
	(2 under contract)
<b>35</b>	

**Papers, Articles, Reports**

c) 104	chapters in edited volumes;
d) <b>78</b>	papers in refereed journals;
e) 16	reports published by national bodies;
f) 53	articles and editorials;
g) 27	book reviews;
h) 2	research theses;
i) 9	unpublished research and consultancy reports;
j) 66	Forewords to books (23) and other output (43)
<b>355</b>	

k) 168	Keynotes and invited talks to international events
l) 84	Invited papers to UK seminars and conferences
(k+l) <b>252</b>	

<b>150+</b>	Other talks & presentations

## **Books**

### **(a) Major works**

- 2019 - (with Søren Bengtsen) *Knowledge and the University: Claiming Life* (Routledge) (200pp)
- 2018 - *The Ecological University: A Feasible Utopia* (Routledge) (220pp)  
- Russian edition published 2019
- 2015 - *Understanding the University* (Routledge) (210pp)  
- Winner of *First Prize*, SES annual book awards, 2017
- 2014 - *Thinking and Rethinking the University* (Routledge World Library of Educationalists) (280pp)
- 2013 - *Imagining the University*. (Routledge) (190pp)
- 2011 - *Being a University*. (Routledge) (190pp)  
- Korean edition published, with a Foreword from myself.
- 2007 - *A Will to Learn: Being a Student in an Age of Uncertainty* (McGraw-Hill/ Open University Press) (200pp)
- 2005 - (with Kelly Coate) *Engaging the Curriculum in Higher Education*. McGraw-Hill: Maidenhead (188pp)  
- Portuguese edition also published (2005)
- 2003 - *Beyond All Reason: Living with Ideology in the University* (Open University Press) (220pp)  
- Turkish edition
- 2000 - *Realizing the University in an age of supercomplexity* (Open University Press)  
- Awarded 'Highly Recommended' prize, Society for Educational Studies.  
- Spanish edition also published (2003)  
- Portuguese edition also published (2005)
- 1997 - *Higher Education: A Critical Business* (Open University Press) (200pp)
- 1994 - *The Limits of Competence* (OU Press) (200pp) (October) (reprinted)  
- Awarded second prize, for books on education, Standing Conference on Studies in Education (SCSE), 1995  
- Spanish edition (2000).
- 1992 - *Improving Higher Education: Total Quality Care* (OU Press) (240pp) (reprinted)
- 1990 - *The Idea of Higher Education* (Open University Press) (244pp) (reprinted)  
- Awarded first prize, SCSE, for books on education, 1991.  
- Farsi (Iran) edition (Andisheye Ehsan, Tehran, 2018)  
- Chinese edition (Peking University Press, 2012).

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### **(b) editor or joint editor**

- 2020 - (Søren Bengtsen and Ronald Barnett) (eds) special issue, *Philosophy and Theory of Higher Education* on 'Imagining the future university' [https://www.peterlang.com/fileasset/Journals/PTIHE032019\\_book.pdf](https://www.peterlang.com/fileasset/Journals/PTIHE032019_book.pdf)

- (jt with Amanda Fulford) (eds) *Philosophers on the University: Reconsidering Higher Education* (Springer)
- 2019
  - (jt with Norman Jackson) (eds) *Ecologies for Learning and Practice: Emerging Ideas, Sightings, and Possibilities* (Routledge)
- 2018
  - (jt with Soren Bengtson) (eds) *The Thinking University: A Philosophical Examination of Thought and the University*. Dordrecht: Springer.
  - (jt Editor with Michael Peters) 2-volume project on *The Idea of the University* (published by Peter Lang):
    - Vol 1: *A Reader* (Historic writings on the Idea of the University)
    - Vol 2: *Contemporary Perspectives*.
- 2016
  - (jt Editor, with Peter Scott and Paul Temple) *Valuing Higher Education: An appreciation of the work of Gareth Williams*. London, UCL IOE Press.
- 2015
  - (jt Editor with Martin Davies) – *The Palgrave Handbook of Critical Thinking in Higher Education*. Palgrave Macmillan.
  - (jt Editor with Paul Gibbs, Oili-Helena Ylijoki and Carolina Guzmán-Valanzuela) – *Universities in the Flux of Time*. Routledge.
- 2013
  - (jt Editor with Paul Gibbs) *Thinking about Higher Education*. Springer.
- 2012
  - (jt Editor, with Joy Higgs et al) Practice-Based Education: Perspectives and Strategies. Sense Publishers.
- 2011
  - (Editor) The Future University: Ideas and Possibilities. Routledge.
  - (2013) paperback version published.
    - Winner of 2013 prize, Comparative International Education Society (Higher Education SIG)
- 2009
  - (John Strain, Ronald Barnett and Peter Jarvis, co-editors) Universities, Ethics and Professions: Debate and Scrutiny. Routledge.
- 2008
  - (Nicholas Maxwell and Ronald Barnett (Eds)) Wisdom in the University. Routledge.
    - paperback edition published 2009.
- 2008
  - (co-edited with Roberto Di Napoli) Changing Identities in Higher Education: Voicing Perspectives. Routledge.
    - paperback edition published 2009.
- 2005
  - (Editor) Reshaping the University: New Relationships between Research, Teaching and Scholarship . McGraw-Hill: Maidenhead.
    - *Spanish edition in press.*
    - *Arabic edition in press.*

- 1997 - The End of Knowledge in Higher Education (edited jointly with Anne Griffin) (Cassell)
- 1994 - Academic Community: Discourse or Discord? (Editor) (Jessica Kingsley publications) (202pp)
- 1993 - with Bertil Rolf and Eskil Ekstedt, Kvalitet och kunskapsprocess i hogre utbildning ("Quality and knowledge processes in higher education") (published in Sweden)
- 1992 - Learning to Effect (Editor) (OU Press) (230pp)  
- *Reissued in paperback.*
- 1991 - Part-time Students and their Experience of Higher Education, Bourner T with Hamed M, Reynolds A and Barnett R (OU Press)

### (c) **Contributions to books/ monographs**

- 1983 - "The Legitimation of Validation", in Church C (ed), Perspectives on Validation, Society for Research into Higher Education
- 1988 - "Limits to Academic Freedom: imposed upon or self-imposed?" chapter 8 in M Tight (ed) Academic Freedom, SRHE-OU Press
- 1989 - "Quality Control and the Development of Teaching and Learning", in M McVicar (ed) Performance Indicators and Quality Control in Higher Education (Portsmouth, Portsmouth Polytechnic)
- 1991 - "Delivering Quality in Student Learning", chapter in Delivering Quality in Vocational Education, Funnell P and Muller D (eds), Kogan Page
- 1992 - "Philosophy", chapter in the International Encyclopaedia of Higher Education, vol III, Disciplinary Perspectives on Higher Education, Becher T (ed) Pergamon Press
- "What effects? What outcomes?", introductory chapter in Learning to Effect (op. cit.)
- 1994 - "Recovering an Academic Community: Above but not Beyond", introductory chapter in Academic Community: Discourse or Discord? (op. cit.)
- "Meaning and Critique in Professional Education" in M. O'Neill and P. Nightingale, Achieving Quality Learning, Kogan Page
- (with Robin Middlehurst), chapter on "Changing the Subject: The Organisation of Knowledge and Academic Culture", in J Bacock and D Watson (eds) Managing the University Curriculum (Open University Press)
- "The Idea of Quality: Voicing the Educational", in G Doherty (ed.) Developing Quality Systems in Education (London, Routledge)
- "The Limits of Competence", in C. Gellert (ed.) The Changing Curriculum in Europe, Peter Lang

- 1995 - "University for a Learning Society" in F Coffield (ed) Higher Education in a Learning Society (Durham School of Education, University of Durham)
- 1996 - "Reinstating the Idea of Higher Education", plus "Response to Ian McNay", contributions to Educational Dilemmas: Debate and Diversity, vol two, Reforms in Higher Education, K Watson (ed.) (London, Cassell)
- "Academics in an Age of Anxiety: Evaluating UK Higher Education" in World Yearbook of Education", B.Cowen, The Evaluation of Higher Education Systems (London, Kogan Page)
- 1997 - "Beyond Competence" in Coffield, F, and Williamson, B (eds), Repositioning Higher Education (Buckingham, Open University Press)
- "A Knowledge Strategy for Universities" in Barnett, R, and Griffin, A, (eds), The End of Knowledge in Higher Education (London, Cassell)
- 1998 - (with Svava Bjarnason) "The Reform of Higher Education in Britain" in D. Teather (ed.) Higher Education in Post Binary-Era: National Reforms and Institutional Responses (London, Jessica Kingsley)
- (with Tony Becher), "Changing Patterns of Curriculum in the UK", in Innovation and Adaptation in Higher Education: The Changing Conditions of Advanced Teaching and Learning in Europe, C. Gellert (ed) (London, Jessica Kingsley).
- 1999 - Learning to Work and Working to Learn, in D Boud and J Garrick (eds.) Understanding Learning at Work (London, Routledge)
- also reprinted in Reeve, F, Cartwright, M and Edwards, R (eds) (2002) *Supporting Lifelong Learning. Vol 2. Organizing Learning*. London: Routledge and Open University Press.
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- 1985 - Higher Education: Legitimation Crisis, Studies in Higher Education, 10 (3) 241-255
- 1987 - Teacher Education: a changing model of professional education, Educational Studies, 13 (1) 57-74
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- 1987 - The Management of Institutions of Higher Education, review of major reports, including Jarratt, NAB & Croham (mimeo)
- 1988 - Institutional provision for part-time degree course students: chapter in Bourner T et al, CNAA Development Services Publication on part-time courses
- 1989 - How shall we assess them?
- Student Outcomes in Art and Design
  - Towards an Educational Audit
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- 1994 - Assessment of the Quality of Higher Education: A Review and an Evaluation, report on the quality assessment approach of the Higher Education Funding Councils for England and for Wales (HEFCE) (23,000 words)
- 1997 - Report on National Consultation (Report for National Committee of Inquiry, chaired by Sir Ron Dearing). (40,000 words) Volume published with Report of National Committee. (London)
- 2001 - (Ronald Barnett and others) Engagement as a Core Value for the University: A Consultation Document. London: Association of Commonwealth Universities.
- 2004 - 'Three ideas of higher education: implications for policy and practice', in *Learning by Comparison: International Experiences in Education and Training*, Research Report CR 2003. London: DfES
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- 1998 - Rethinking the University, *Report*, Congress of University Convocations and Alumni Organisations, Annual Meeting, Durham, April, 1998, pp16-18.
- 2000 - Recovering the University, *Times Higher Education Supplement*.
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- 2006 - (Ourania Filippakou and Ronald Barnett) 'The Legitimisation of Quality in Higher Education', in *Prospero*, 12 (4) 13-19.
- 2010 - 'The Collaborative University: Challenges and Possibilities', in *Partnerships*, Articles from the Learning and Teaching Conference, 2010. Brighton: University of Brighton
- 2011 - 'Developing the University in Turbulent Times', *Educational Developments*, magazine of the Staff and Educational Development Association (SEDA), 12 (4) 1-5.
- 2013 - 'Where's the Imagination?', article in *Times Higher Education*, 3 January, 36-39
- 'Imagining the University', article in *International Higher Education*, 71, pp6-8

- 'Imagining the University', article in *University World News*.
  - 'Imagining a University for Wellbeing', article in *Lifewide Magazine*.
  - 'The Ecological University – a note', article in *Lifewide Magazine*, issue 7, Sept 2013, 24-25
  - 3 Briefing Notes for HEA project on Flexible Pedagogies (in role of academic consultant to the project) – available on-line.
- 2014
- *Preface* to set of essays on universities amid political and social strife, World of Learning compendium, 2014
  - 'University Challenge: An Ecological Prospectus', *Prospero* 20 (1) 26-30.
- 2016
- Preface to set of essays on MOOC futures, World of Learning compendium
  - 'A Will to Write or "That blinking cursor demands words from me"', in *New Vistas*, magazine of the University of West London 2 (1).
  - Conversation on higher education in *Kulturos Barai* (Lithuania)
  - 'EU referendum: will UK become less global, more parochial?', *Times Higher Education*, 24 June, blog:  
<https://www.timeshighereducation.com/blog/eu-referendum-will-uk-he-become-less-global-more-parochial>
    - o and also published in THE 30 June, p33.
  - 'Eco-Dreams and University Geopolitics', invited response to Michael Peters' editorial, *Educational Philosophy and Theory*, 49 (5). Online: 10.1080/00131857.2017.1288799.
- 2018
- 'Where are the Ethics in Academic Publishing?', *Times Higher Education*, 1 Dec, <https://www.timeshighereducation.com/blog/where-are-ethics-academic-publishing>
- 2019
- 'Re-imagining the University: An Ecological Perspective', in *HERDSA CONNECT*, HERDSA magazine, Australia, 41 (3) 2-3.
- 2020
- 'On Recovering Spirit in the World', contribution to collective article in *Postdigital Science and Education* on 'Enchantment, Disenchantment, Re-enchantment: Postdigital relationships between science, philosophy, and religion'. <https://link.springer.com/article/10.1007/s42438-020-00133-4>

### **Editorials - in Studies in Higher Education**

- 1992 - untitled, 17 (2) 3;
- 1993 - On the Study of Higher Education, 18 (3) 263-264;
- 1994 - On bibliographies, 19 (1) 3-4;
- Studying Higher Education: a Matter of Discourse, 19 (2) 123-124;

- On interests and audiences, 19 (3) 251-252;
- 1995 - Studying the Study of Higher Education, 20 (1) 3-4;
- On Educational Scholarship, 20 (2) 123-124;
- Learning about the Learning University, 20 (3) 251-252;
- 1996 - Ideology and the University, 21 (1) 3-4;
- Challenges and Prospects, 21 (2) 131-132.

***Learning Matters*** (in-house magazine on learning and teaching, of Institute of Education, University of London)

- 1997 - Teaching in an Uncertain World, 1, 8
- 2002 - Standards, 9, 8
- 2003 - Learning and Teaching - a national plan, 11, 7
- 2007 - Joint Editorial, special issue, *London Review of Education*, 5 (2) 2007  
(Joint with Nicholas Maxwell) 'Wisdom in the University'
- *also reprinted in the E-Newsletter of Solidarity, Sustainability and Non-Violence*, 3 (9), September 2007

***Other***

- 2015 Guest editorial, *Educational Philosophy and Theory*: 'On the Matter of Understanding', 47 (3) 209-213.

(g) **Book Reviews**

- 1984 - Gordon P and White J, "Philosophers as Educational Reformers: the influence of idealism on British Thought and Practice", review article for Higher Education Newsletter
- 1985 - C A Wedemeyer, "Learning at the Back Door: Reflections on non-traditional learning", in Higher Education
- D Jacques, Learning in Groups; & I Lewis (ed), "The Student Experience of Higher Education", in Higher Education Review
- 1988 - D Bok, "Higher Learning", Studies in Higher Education
- G Bergendal (ed), "Knowledge Policies and the Traditions of Higher Education"; and G Bergendal (ed) "Knowledge and Higher Education", Studies in Higher Education
- G Walford, "Restructuring Universities: Politics and Power in the Management of Change", European Journal of Education 23 (4) 353-354
- R Astin, "Achieving academic excellence", Higher Education Review 21 (3) 66-70
- 1992 - World University Service, "Factors and Conditions Conducive to Academic Freedom", Journal of Higher Education Policy, (3)
- H Silver, "A Higher Education: the Council for National Academic Awards and British Higher Education, 1964-1989", Research Intelligence 43, spring
- Dennis L Thompson, "Moral Values and Higher Education: a notion at risk", Higher Education Review
- 1993 - Malcolm Tight, "Higher Education: A Part-Time Perspective"; David Smith & Michael Souders, "Other Routes: Part-Time Higher Education Policy", Higher Education
- Chris Duke, "The Learning University: Towards a New Paradigm?", Education Economics 1 (1) 97-100
- Ben Aggar (1991) "A Critical Theory of Public Life: Knowledge, Discourse and Politics in an Age of Decline" for Journal of Philosophy of Education 27 (1) 136-139
- Fritz Ringer (1992) "Fields of Knowledge" for History of Education 22 (4) 433-435
- 1994 - Ted Tapper and Brian Salter (1992) "Oxford, Cambridge and the Changing Idea of the University"; A H Halsey "Decline of Donnish Dominion" for Journal of Education Policy, 2

- Higher Education Council (Australia) (1992) "Higher Education: Achieving Quality", for Australian Universities Review
- 1995 - Jacques Barzun (1993ed) "The American University" for History of Education
- Michael Shattock (1994) "The UGC and the Management of British Universities" for The New Academic 4 (2) 22
- 1996 - Stephen Rowland (1994) "The Enquiring Tutor" for Teaching in Higher Education
- 1997 - Sinclair Goodlad (1995) "The Quest for Quality" in Times Higher Education Supplement
- 1999 - Bowden and Marton (1998) "The University of Learning" in Studies in Higher Education
- 2000 - Bennett, Dunne and Carre (2000) "Skills Development in Higher Education and Employment" in Times Higher Education Supplement
- 2009 - Turner, Yvonne and Robson, Sue (2009) 'Internationalizing the University', in Educational Review, 61 (4) 504-505.
- Mann, S J ( ) 'Study, Power and the University' and Satterthwaite, J, Piper, H and Sikes, P (eds), in Higher Educational Review, 42 (2) 76-79.
- 2011 - Wheelahan, L (2010) 'Why Knowledge Matters in Curriculum: a socialist realist argument'; Scott, D (2010) 'Education, Epistemology and Critical Realism' – in London Review of Education 9 (1) 123-125.
- 2013 - Green, J (2011) 'Education, Professionalism and the Quest for Accountability', in the Journal of Philosophy of Education
- 2014 - Temple, P (2014) 'The Physical University: Contours of Space and Place in Higher Education', in London Review of Education, 12 (3) 302-303

(h) **Research theses**

- 1978 - MPhil, Department of Philosophy, Institute of Education: 50,000 word thesis entitled "Knowledge and Ideology in Higher Education". (External Examiner: W R Niblett, Emeritus Professor of Higher Education)
- 1984 - PhD: 110,000 word thesis entitled "The Legitimation of Higher Education". (External Examiner: Professor N Bolton, University of Sheffield)

(i) **Unpublished research and consultancy reports**

- 1985 - Models of Professional Preparation (with A Becher and M Cork), report to DES on the project on professional education
- A Profile of Teacher Education, report for DES on that aspect of above project

- 1988 - Students on part-time degree courses: chapter on institutional provision in Bourner et al, summary report of survey for CNAA
- 1995 - Assessing Teaching Quality at the University of the West Indies, consultancy report for UWI.
- 1996 - (with Svava Bjarnason) HEQC Audit Reports: A Review and Analysis, report of Audit Reports on Colleges and Institutes of Higher Education for Standing Conference of Principals
- 2000 - Interactions between Research, Teaching and Other Academic Activities, report to the Higher Education Funding Council for England as part of the Fundamental Review of Research Policy and Funding.
- 2011 - (with Dr Thelma Narayan) The Jamsetji Tata Trust – TISS – LSE Collaboration: Partnering for Knowledge Development in Social Sciences and Health Studies. A report arising out of a review of the collaborative partnership.
- (with Professors Dieter Timmerman (chair) and Doris Lemmermohle), Peer Evaluation Report, arising from invited review of the Center for Teaching and Learning, University of Vienna.
- 2013 - Review of Master's provision in Education, report for Faculty of Education, University of Hull
- 

#### (j) Other Output

- 1996 - Rethinking Higher Education, a personal statement offered as input to the work of the National Committee of Inquiry into Higher Education (Dearing Inquiry)
- 1997 - Towards a Higher Education for the New Century (London, Institute of Education)
- Realizing the University, inaugural lecture (London, Institute of Education)
- 1999 - Changing Patterns of Undergraduate Curricula, Report to ESRC, Project R000236973
- Realizing Higher Education after Dearing, *The Bulletin of the UK-Japan Education Forum*, 4, 5-20.
- Concluding Thoughts, *The Bulletin of the UK-Japan Education Forum*, 4, 78-81.
- Quality Assurance in Higher Education in an Age of Supercomplexity, in Y Hada (ed.) *Tasks and Perspectives in Higher Education Today: UK and Japan in the 21st Century*. Shiga: UK-Japan Higher Education Symposium Report.
- 2001 - Teaching Quality Assessment in British Universities, interview in Y Hada (ed.) *Transitions in British Universities*. Tokyo: Gakunbunsha.
- 2002 - Standards, page-long article in *Learning Matters*, in-house magazine of the Institute of Education, University of London
- 2003 - Recovering the University, Review Article (reviewing a number of books), *Higher Education Digest*, Spring 2003, issue 45, pp2-4. London: Open University.

- *A Conceptual Note* – brief paper for invitation seminar (organized by HEPI/ Institute of Education) on the Functions of Universities, London.
- 2004 - ‘Three Ideas of Higher Education: implications for policy and practice’, proceedings of a conference organized by the DfES, 5 Dec, 2003.
- ‘The Future of Higher Education’, contributor to discussion, *Time Out: Student Guide, 2004/2005*, pp 14-16
- 2005 - Professor W Roy Niblett, obituary, *The Times*, (unattributed).
- Comments on UK universities, forming part of a report in *Ensino Superior*, education magazine, Sao Paulo, Brazil.
- 2007 - ‘Being a University in a Global Age’, in *The Concept of Man and the Role of Liberal Education in an Age of Globalization*. Special Report of the International Conference Celebrating the Centennial Anniversary of Tohoku University, Japan, March 2006.
- Report of participation in Sino-UK Leadership Development Network Programme – <http://www.lfhe.ac.uk/international/sinoukprogramme/ldnp20062007/instituteofeducation>
- 2009 - ‘Ronald Barnett at Royal Over-Seas House’, contribution to commentary and discussion on the occasion of a talk of mine. *Prospero* 15 (3) 26-31.
- Discussant in *The Future of European Universities*, report on international investigation, pp 73-74. Oxford: The Europaem.
- 2010 - ‘Lifewide Education: a new and transformative concept for higher education?’, SCEPTR website, University of Surrey
- contribution to *What do We Want Our Students to Be?*, edited by Alan Booth, printed version of Higher Education Lecture Series, University of Nottingham, Centre for Integrative Learning.
- 2011 - ‘Academia as Workplace: past, present and future’, contribution to symposium on *Narrating workstyles, textures and adaptations in academic work & workplace*, 4<sup>th</sup> International CETL conference, St Hugh’s College, Oxford.
- ‘The Idea of the University in the Twenty-First Century: Where’s the Imagination?’, invited paper, *International Congress on Higher Education, Istanbul, Turkey*.
- ‘Believing in the University in a Conceptual Age’, invited paper, *conference on Science, Technology, Higher Education, and Society in a Conceptual Age*, Krakow, Poland
- ‘Being a Student in an Age of Uncertainty: managing, developing and educating horizons of learning’, *invited paper for Seminar on Youth, Generational Change and Social Network, Mexico City, 10-12 August 2011*
- Preface to Korean edition of my book *Being a University*.
- 2012 - ‘A Christian University?’, article in *Parish News*, Christ Church, West Wimbledon, Autumn 2012.
- ‘A Degree of Development’, interview, *Sheffield Hallam University Review*, Autumn, p25



- 2014
- Contribution to ‘Innovative approaches to curriculum design and delivery in Higher Education’, transcript of Westminster Higher Education Forum, 27 November.
- 2015
- ‘The University: A Matter of Interest’, pp8-13, University of Granada, Reflections on the future of the University. [http://issuu.com/ceibiotic.universidaddegranada/docs/h\\_2031](http://issuu.com/ceibiotic.universidaddegranada/docs/h_2031)
- 2016
- ‘Universiteto ideja tarp Sciles ir Charibdes.’ Conversation with Professor/Dr Almantas Samalavicius. *Kultoros Barai*, 2, 14-17.
  - ‘The Value of Higher Education Today’, article in local church magazine (Christ Church, West Wimbledon).
- 2017
- ‘Understanding the University: Planes and possibilities (and even poetry)’, in annual newsletter of Philosophy of Education Society.
  - ‘University Education: Glimpsing a New Direction’, contribution to compendium, *Challenges and Opportunities for the Century Ahead*, celebrating 100 years anniversary of Osmania University, India.
- 2018
- ‘Advancing Learning: An Ecological Approach’, blog for the Higher Education Academy, UK. <https://www.heacademy.ac.uk/blog-entry/advancing-learning-ecological-approach>
  - ‘General Education: A Reconsideration’, in *Reflexiones Sobre los Estudios Generales en Educación Superior*, Baranquilla, Colombia: Uninorte. [trans into Spanish]
  - ‘The Coming of the Ecological Learner’, contribution to publication following VII International Forum on University Innovation, Vigo, Spain.
  - Interview for in-house magazine, CIAE, University of Chile, 22 October 2018: ‘Las universidades deben pensar qué educación es apropiada para personas que van a vivir’. [http://www.ciae.uchile.cl/index.php?page=view\\_noticias&langSite=es&id=1458](http://www.ciae.uchile.cl/index.php?page=view_noticias&langSite=es&id=1458)
  - ‘Rethinking the University: A Conversation with Ronald Barnett’, in A Samalavicius (Ed.), *Neoliberalism, Economism, and Higher Education*. Newcastle upon Tyne: Cambridge Scholars.
- 2020
- Prologue to Iranian edition of *The Idea of Higher Education* (translated into Farsi).
  - ‘Where Have All the Conflicts Gone?’, Blog, Philosophy of Higher Education Society: <https://pathes.org/2020/02/24/where-have-all-the-conflicts-gone/>
  - ‘The Distinction between Thesis, Argument, and Argumentation’, supplementary resource, in Mick Healey, Kelly E. Matthews, and Alison Cook-Sather, *Writing in a range of genres about learning and teaching in higher education*. (on-line book).
  - ‘From the President of PaTHES’, opening note in first issue of *Quarterly Community Forum*, Philosophy and Theory of Higher Education Society. <https://pathes.org/wp-content/uploads/2020/06/PaTHES-Quarterly-Community-Forum-Issue-1-June-2020.pdf>
  - ‘Growing wild things’ and ‘Redesigning the University: geology needs topology’ - contributions to collective writing venture on the university and climate change, Sweden.

### Forewords in books and in other publications

- 2001 - Symes and McIntyre, *Working Knowledge*, Open University Press.
- Gillian Nicholls, *Professional Development in Higher Education*, Kogan Page.
- 2003 - Norman Jackson (ed.) *Engaging and Changing Higher Education through Brokerage*, Ashgate
- 2004 - Bruce Macfarlane, *Teaching with Integrity*, Routledge.
- 2006 - Bruce MacFarlane, *The Academic Citizen: The Virtue of Service in University Life*, Routledge.
- 2009 - Lorraine Walsh and Peter Kahn, *Collaborative Working in Higher Education: The Social Academy*, Routledge.
- Carolin Kreber, *The University and its Disciplines: Teaching and Learning Within and Beyond Disciplinary Boundaries*. Routledge.
- Foreword for Chinese translation of my own 'The Limits of Competence'
- 2010 - Foreword for *Degrees of Change: The Impact of Commerical Pressures on UK Universities*, a report by Berkshire Consultancy.
- 2011 - Foreword for Eli Bitzer (ed), *Curriculum inquiry in South African higher education: Some scholarly affirmations and challenges*.
- Foreword for Korean edition of my own book, *Being a University*.
- 2012 - Foreword for Patrick Blessinger and Olga Kovbasyuk (eds.), *Meaning-Centred Education: International Perspectives and Explorations in Higher Education*. Routledge.
- Foreword for Claus Nygaard, John Branch and Clive Holtham (eds.) *Learning in Higher Education: Contemporary Standpoints*. Libri.
- 2016 - Foreword for Jamie P Halsall and Michael Snowden (eds.) *The Pedagogy of the Social Sciences Curriculum*. Springer.
- Foreword for Nuraan Davids and Yusef Waghid, *Educational leadership-in-becoming: On the potential of leadership in action*. Routledge.
- Foreword for Norman J Jackson (ed), *Exploring Learning Ecologies*. Chalk Mountain.
- Foreword for Stephen Heap (ed), *The Universities We Need: Theological Developments*. Routledge.
- Foreword for Henk Huijser and Megan Kek, *Problem-based learning into the future: Imagining an agile PBL ecology for learning*. Springer.
- 2017 - Foreword for Dilly Fung, *A Connected Curriculum for Higher Education*. London: UCL Press.
- 2019 - Foreword for Yusef Waghid and Nuraan Davids, *The Thinking University Expanded: On Profanation, Play and Education*.
- Foreword for Tone Dyrdal Solbrekke and Ciaran Sugrue, *Leading Higher Education for Public Good*:

*Re-kindling education as praxis*. Routledge.

2020

- Foreword for Anne Lee and Rob Bongaardt, *The Future of Doctoral Research in the Light of Experience*. Routledge.
- Foreword for Cecilia Guerra, Amanda R Franco and Mónica Seabra, *Sustainable Pedagogical Research in Higher Education: The Political, Institutional and Financial Challenge*, Routledge.

## Conference and seminar papers

### (k) **International events**

- 1984 - Education for the Professions: the developing role of the public sector of UK higher education - Anglo-Swedish Conference on professional education
- 1986 - Theoretical knowledge in primary teacher education: the academics' view - Anglo-Swedish seminar on the training of primary teachers within the context of higher education
- The maintenance of quality in the UK public sector - Anglo-American Seminar, under auspices of SRHE and Carnegie, University of Oxford
- 1987 - Beyond the reflective practitioner? Notes on the development of critical abilities in professional education, Anglo-Swedish Seminar, **Stockholm**
- Towards the Learning Academy, Anglo-American Seminar, SRHE/Carnegie, Princeton, **USA**
- 1991 - (with Tony Becher) The Changing Undergraduate Curriculum, seminar at the European University Institute, Florence, **Italy**, on the changing functions of higher education
- Performance Indicators, address to conference of Hong Kong Educational Research Association, **Hong Kong**
- 1992 - (with Robin Middlehurst) The changing pattern of academic professionalism, presentation to conference of Consortium of Higher Education Researchers, London
- The limits of competence, paper for invitation seminar, Florence, **Italy**
- 1994 - Reflection, the University and Modernity, paper given to seminar in the University of **Amsterdam**.
- 1995 - Reflecting on Quality, keynote address to international conference on quality in higher education, **Finland**.
- *Keynote talk* on Universities for the Learning Society, **Finland** (separate visit)
- 1999 - Lecture trip to **New Zealand** and **Japan**:
- Realizing the University, paper given - by invitation - to audiences in New Zealand:
- Wellington: UNITEC Polytechnic
  - Christchurch: Lincoln University
- Improving Tertiary Education: The Student=s Role, Annual Seminar, Quality Audit Unit, New Zealand.
- Sustaining Quality in an Age of Supercomplexity, invitation seminar, Shiga, Japan

- Realizing Higher Education after Dearing, UK-Japan Education Forum, Kyoto, Japan.
- 2000 - University Knowledge in an Age of Supercomplexity, *keynote talk*, international conference, **Bahrain**, United Arab Emirates
- The Specialness of Higher Education, *keynote talk*, international conference, Tromso, **Norway**
- 2001 - Work, Learning and Supercomplexity, *keynote talk*, Akerhus University College, **Oslo**.
- Universities for a Learning Society, *keynote talk*, Bram Fischer Symposium on Academic Development, Durban, **South Africa**
- 2002 - talk on the European Idea of the University, invitation Anglo-French seminar, Oxford.
- 2003 - The University of the Future: Transnational and Transparent?, talk at Ecole Polytechnique, Lausanne, **Switzerland**

*Lecture tour to New Zealand/ Australia:*

- What is Quality in Higher Education?, invitation seminar hosted by NZ Quality Assurance Unit;
- Learning for an Unknown Future, *Keynote talk*, HERDSA international conference, Christchurch, NZ;
- The University of the Future: Transnational and Transparent?, invitation seminar, University of Otago, NZ;
- Beyond All Reason: Living with Ideology in the University, invitation seminar hosted by Centre for the Study of Higher Education, University of Melbourne.
- *Lecture trip to Beijing, China*, as guest of Beijing Normal University, offering lectures (primarily to its College of Educational Administration) on:
  - o 'The University of the Future: Transnational and Transparent?'
  - o 'Learning for an Unknown Future'
  - o 'On the nature of educational research'
- 2004 - 'The very possibility of the University', **Keynote talk**, doctoral programme, Institute for Educational Research, University of Oslo, **Norway**.
- 'Quality: A Virtuous Project', **Keynote address**, Quality in Education Conference – Towards Excellence at All Levels of Education, Krakow, **Poland**.
- 'Being and Becoming: Towards a Pedagogy for an Age of Uncertainty', **Keynote address**, conference on Transforming the Pedagogy, University of Minho, Braga, **Portugal**.
- 'Willing to Learn in Higher Education', **Keynote address**, inaugural meeting of All Ireland Society for Higher Education (AISHE), **Dublin**.
- *South America, October, lectures in Chile and Brazil:*
- Chile**, DuocUC, Santiago:
- Brazil:**
- Pontificia Universidade Catolica do Parana
- Pontificia Universidade Catolica do Sao Paulo
  - o 'University Challenge'
  - o 'Beyond Competence: a new agenda for higher education'.
- 2005 - 'Quality in Higher Education: a Virtuous Project?', invited lecture, international conference on evaluation in higher education, University of Osaka, **Japan**.

- ‘Convergence in Higher Education: the strange case of entrepreneurialism’, invited talk, research seminar, Turku, **Finland**
- ‘Convergence in Higher Education: the strange case of entrepreneurialism’, **Keynote address, conference on comparative education**, Granada, **Spain**.
- ‘Recovering the Civic University’, **Keynote talk, international conference on ‘Civic Engagement and Service Learning’**, Galway, **Ireland**.
- ‘Managing teaching and learning – mirage or dream?’, **Keynote talk**, annual conference, European Association for Institutional Research, Riga, **Latvia**

**Lecture trip to Mexico, November, 2005:**

- ‘University Challenge’, Seminar, University of Ciudad Juarez;
- ‘University Challenge’, Seminar, Metropolitan University, Mexico City
- ‘The University of the Future: Transparent and Transnational?’

2006

- ‘Reshaping the University: New Relationships between Research, Scholarship and Teaching’, **Invitation Lecture**, University of Kaiserslautern, **Germany**.
- ‘A Will to Learn: Being a Student in an Age of Uncertainty’, **Keynote talk, international conference on Critical Visions: Thinking, Learning and Researching in Higher Education, HERDA annual conference, Perth, Australia**.
- ‘Being a University in a Global Age’, **Keynote lecture**, international conference, on the Centennial Anniversary of Tokohu University, **Japan**

2007

- **Beijing**
- **Lithuania**

2008

- **Keynote talk**, NDLR Annual Symposium, University College, Dublin, **Ireland**, December, 2008
- ‘Research Quality Assessment in the UK: scientific excellence by diversification’, **Keynote talk**, seminar, Evangelische Akademie Tutzing, **Germany**, February, 2008
- ‘From knowledge to competence: mass higher education in the UK’, **Keynote talk**, International conference, Berlin, **Germany**, April, 2008: Exploring Difference – The Philosophy of Undergraduate Education.
- ‘Quality in an Age of Transformation’, **Keynote talk**, international conference on Higher Education Quality: Theories and Applications, Xiamen University, **China**, on the occasion of the 30<sup>th</sup> anniversary of its National Centre for Higher Education Research and Development, May 2008

**South Africa** (June)

- ‘Engaging the Curriculum’, invited lecture, University of Stellenbosch
- ‘Engaging the Curriculum’, **Keynote talk**, international conference, Cape Town
- ‘A Will to Learn’, invited lecture, University of Cape Town

**China** (October)

- ‘Universities for Citizenship’, **Keynote talk**, 2<sup>nd</sup> Beijing International Forum on Citizenship Education of Children and Youth, organized by Beijing Academy of Educational Science
- ‘Being a University’, invited talk to postgraduate seminar, Beijing Normal University
- ‘Beyond the Research University’, **Keynote talk**, University of Antwerp, **Belgium**, UCSIA conference on Rethinking the University.

2009

- ‘Research and Teaching: a Holy or an Unholy Alliance?’, **Invited Guest Lecture**, International Symposium on Teaching, Research and Learning, **Barcelona**, International Congress of University Teaching and Innovation (CIDUI)
- ‘Benchmarking: Does it Have Any Possibilities?’, **Keynote talk**, 6<sup>th</sup> International Conference on Universities’ Quality Development, Trondheim, **Norway**.
- ‘Towards the New Practicum’, **Keynote talk**, The Practicum beyond Employment: Formation v Training, annual AIDU symposium, Poio, **Spain**.
- ‘Learning about Learning: a Conundrum and a Possible Resolution’, **Keynote talk**, 2<sup>nd</sup> international problem-based learning symposium, Republic Polytechnic, **Singapore**.
- ‘Universities, Knowledge and the Curriculum: Re-thinking higher education for the 21<sup>st</sup> Century’, **Keynote talk**, UNISIC international seminar on the contemporary university, University of Santiago de Compostela, **Spain**.

**Colombia**, conference on ‘*Reshaping Higher Education: Questions for Teachers*’ (built around my own work):

**Keynotes:**

- ‘The Limits of Competence’, Bogota
- ‘Professorial Challenge: the transformation of higher education in the twenty-first century’, Bogota.
- ‘The Limits of Competence, Medellin

**Lithuania**, University of Technology, Kaunas:

- ‘University Challenge: Pitfalls and Possibilities’, special guest open lecture
- ‘The Coming of the Ecological University’, departmental seminar
- ‘Being a Scholar: Challenges and Satisfactions’, postgraduate student seminar

2010

- ‘Imagining the Curriculum’, Invitation seminar, University of Vienna, **Austria**
- Contribution to symposium, Helsinki, **Finland**
- **Australia:**
  - *Charles Sturt University (nr Sydney):*
    - *Keynote lecture, ‘Towards an Ecological Curriculum’, annual teaching and learning conference*
    - *Various other commitments, including workshop, doctorate student masterclass, and autobiographical public conversation and contributions to colloquia*
  - *University of Queensland, Brisbane, ‘Being a University: Future Possibilities, guest lecture.*

2011

- University of Alberta, Edmonton, **Canada:**
  - ‘Imagining the University’
  - ‘Being a Graduate in the Twenty-first Century’

- Istanbul, **Turkey**, ‘The Idea of the University in the Twenty-First Century: Where’s the Imagination?’, invited paper, International Congress on Higher Education, Turkish Council of Higher Education (under the auspices of the President of the Turkish Republic).
- Krakow, **Poland**, ‘Believing in the University in a Conceptual Age’, invited paper, International Conference on Science, Technology, Higher Education and Society in a Conceptual Age’, Jagiellonian University (in collaboration with other universities)
- Mexico City, **Mexico**, ‘Being a Student in an Age of Uncertainty: managing, developing and educating horizons of learning’, International Conference on Youth, Generational Change and Social Networking, National Autonomous University of Mexico (UNAM)
- University of Valparaiso, **Chile**:
  - o Invited talk: ‘Marketised Universities in the Twenty-First Century: Are Feasible Utopias Still Possible?’
  - o Invited workshop: ‘Horizons of Learning’
- **South Africa**:
  - o Keynote talk – ‘Community Engagement: Being a Student in a Global Age’, The Changing Role of South African Universities, SAHECEF conference, East London, 8-9 November, 2011
  - o ‘Community Engagement: Being a Student in a Global Age’, Guest lecture, Rhodes University

2012

- World University Forum conference, Rhodes, **Greece**:
  - o Keynote talk: ‘Imagining the University: a missing imagination?’
- Centre for Learning and Teaching, University of Vienna, **Austria**:
  - o Invited lecture, ‘Believing in the University’
- Invited seminar, University of Ljubljana, **Slovenia**:
  - o ‘Imagining the University’
- Helsinki, **Finland**:
  - o Invited talk, University Pedagogy in Higher Arts Education, ‘Towards a Pedagogy for Uncertainty’
  - o Sibelius academy, guest seminar: ‘Being a Student in an Age of Uncertainty: managing, developing and educating horizons of learning’
- **South Africa**:
  - o Keynote talk: ‘Imagining the Ecological University: revisiting hope and relevance’, Stellenbosch University conference on learning and teaching.
  - o ‘A Curriculum for an Uncertain World’, invited seminar, University of Cape Town
  - o ‘A Curriculum for an Uncertain World’, invited seminar, Stellenbosch University
  - o Led informal seminar with Rector/ Vice-Chancellor and senior management team.
- **South America**:
  - o **Chile**: guest seminar, Centre for Research on Sociological Studies, University of Valparaiso: ‘Thoughts on Academic Identity’
  - o **Colombia**:
    - Guest talk to Deans and Heads of Department, University del Norte, Barranquilla
    - Keynote talk, ‘Recasting General Education: A Curriculum for Turbulent Times’, Latin American conference on General Education



- **South Africa:**
  - o University of Johannesburg:
    - ‘Learning to Be: A very hopeful idea’, seminar
    - ‘Supporting Students in Higher Education Today’, talk to student services
  - o HELTASA annual conference, Stellenbosch
    - ‘Glimpsing the Ecological Curriculum’, keynote talk
    - ‘Writing to Impress’, interview by Professor B Leibowitz (autobiography on writing)

2013

- invited talk, Organization and Newness Conference, Marburg, **Germany**: ‘Towards the Creative University’
- ‘Understanding the University’, invited seminar, University of Waikato, **New Zealand**
- invited talk with Carolina Guzmán-Valenzuela, Ciclo de seminarios de Sociología, Instituto de Ciencias Sociales, Universidad Diego Portales. Santiago de **Chile** ‘Universidades chilenas y construcción de identidades académicas: ¿qué nos queda?’
- **Canada, Vancouver:**
  - o ‘Imagining the University: beyond an impoverished understanding’, Keynote Talk, National Association of Vice-Presidents annual conference
  - o ‘Realising the Ecological University’, invited talk at Kwantlen Polytechnic University
  - o ‘Policy, what Policy? Considering the University in the Twenty-first Century’, Centre for Higher Education and Training, University of British Columbia
- **Miri, Malaysia:**
  - o ‘Learning to Be: A hopeful idea for an uncertain world’, seminar, Curtin University, Sarawak campus
  - o ‘Imagining the University: towards an ecological higher education’, keynote talk, International Conference on Teaching and Learning.
- ‘Policy, what Policy? Considering the University in the Twenty-first Century’, Department of Education, University of Leuven, **Belgium**.

2014

- ‘Reasoning the University’, guest lecture at invitation symposium, University of Uppsala, **Sweden**.
- ‘Realizing the University in the Twenty-first Century: idea and institution’, keynote talk, Educational Research Congress, Santiago, **Chile**
- ‘The University in an Age of Supercomplexity: challenges and possibilities’, guest lecture, UNESP, Sao Paulo State University, **Brazil**.
- (with Carolina Guzman) ‘Towards a Concept of University Knowledge Management’, paper given at CHER Annual Conference, Rome, **Italy**.
- ‘Developing Universities’ Third Mission’, invited contribution to study tour group from Linköping University, Sweden, hosted by CHEPS, Schipol, **The Netherlands**.
- ‘The Legitimacy and Impact of Universities – with a nod towards business schools’, invited talk to EFMD Steering Committee, Brussels, **Belgium**.
- ‘Mixing and Matching: being an academic in the twenty-first century’, invited talk, conference on Academic Identity, University of Copenhagen, **Denmark**.
- ‘Imagining the University: Beyond an Impoverished Understanding’, talk to MBA Academic

Management class, University of Basel, **Switzerland**.

2015

- ‘Realising the Ecological University’, Invited talk, internal symposium, State University of Sao Paulo, **Brazil**.
- **Buenos Aires, Argentina:**
  - ‘A University for Learning: Considering the Present and Glimpsing the Future’, University of Buenos Aires
  - ‘Towards the Creative University’, University of Buenos Aires
  - ‘Realising the Ecological University’.
- ‘A University for Learning: Considering the Present and Glimpsing the Future’, invited seminar, University of Leuven, **Belgium**.
- **Japan, September:**
  - ‘A University for Learning’, Osaka Kyoiku University, 10 September.
  - ‘Believing in the University’, Hiroshima University, 11 September.
  - ‘Imagining the University’, University of Tokyo, 14 September.
- ‘Imagining the University: the idea of the ecological’, invited seminar, Centre for the Study of Higher Education, Berkeley, University of California, **USA**.
- **Australia, November:**
  - ‘Understanding the University: negations, antagonisms, and hope’, invited seminar, University of Sydney
  - ‘Glimpsing the Ecological Curriculum’, keynote talk, Critical Intersections, Conference of the Association for Academic Language and Learning, Wollongong.

2016

- University of Uppsala, **Sweden:**
  - ‘Understanding the University: Planes, Possibilities, Poetry’
  - ‘The Coming of the Ecological University’
- Amsterdam, **The Netherlands:** (with Carolina Guzmán-Valenzuela) ‘Horizons of Teaching: a new conceptualization of teaching in higher education’, conference on The Scholarship of Learning, Teaching and Organizing.
- Universidad Santiago de Cali, **Colombia:**
  - ‘Knowledge and the University: An Ecological Approach’ - lecture
  - ‘A University for Learning: Considering the Present and Glimpsing the Future’
  - Workshop on the Relationships between Teaching and Learning
  - Workshop on Being an Academic
  - Discussion on Designing a Doctorate in Education.
- 5<sup>th</sup> Learning, Teaching and Assessment Symposium, Durban University of Technology, **South Africa:**
  - Keynote talk: ‘Glimpsing the Ecological Curriculum’
  - Workshop: ‘Teaching and Research: Possibilities for New Relationships’
- **Fiji:** invited Keynote talk, Annual conference of Philosophy of Education Society of Australasia: ‘The Coming of the Ecological University’.

2017

**Australia** lecture trip, Brisbane:

- ‘Educating for a Supercomplex World’, leading keynote talk, *International Education Association of*

*Australia*, special interest group on internationalisation of the curriculum.

*Independent Schools Queensland:*

- 'Recasting General Education: A Curriculum for Turbulent Times', Curriculum Policy Officers' Forum
- 'Being a Student in the Twenty-first Century and the inadequacy of skills', School and Curriculum Leaders

*Queensland Government Department of Education and Training:*

- 'General Education: reconsidering the idea for the C21 and even the C22', invited lecture,.
- 'The Student as a Global Citizen: just what might it mean?', seminar.
- 'This Place has Changed My Life', invited lecture, *University of Queensland*.

**Spain:** 'The Coming of the Ecological University', Keynote, Forum on University Innovation – Tendencies in the Transformation of Universities in a Digital Society, Vigo.

**Denmark**, University of Aarhus:

- keynote talk, 'Understanding the University: Planes, Possibilities, Poetry', first international conference on the philosophy of higher education.

2018

- **Germany**, Society for Research into Higher Education, annual conference, Speyer, Keynote talk: 'Placing the University: Thinking, Ecology and Utopia.'
- **Portugal**, Porto:
  - European Universities' Information Systems (EUNIS) annual conference, Keynote talk: 'The Digital University: can the university survive? No and Yes!'
  - Education and Psychology Faculty, invited talk to doctoral students: 'Thinking about the university and higher education'.
- **Greece**, Athens: Conference on Strategic Internationalisation in Higher Education: Promoting Cooperation, Respecting Diversity, Opening Keynote talk: 'Addressing Globalisation in Higher Education: An Ecological Approach to Internationalisation'.
- **Portugal, Guest Lecture, Coimbra University** (to begin a new series of lectures on teaching) 'Teaching and Learning in the Twenty-First Century: Pitfalls and Possibilities'

**Australia lecture trip:**

*Adelaide:*

- HERDSA international annual conference: keynote – '(Re)valuing the University: An Ecological Approach'
- University of Adelaide – guest lecture: 'Re-thinking the Curriculum in the Twenty-first Century: Pitfalls and Possibilities'
- University of Adelaide – conversation around 'Being a Student in an Age of Uncertainty'
- Flinders University and the Philosophy Exchange – public lecture: 'Universities in the C21: the beginnings of ecological leadership, the limits of management'

*Melbourne:*

- Victoria University, Vice-Chancellor's annual lecture – 'Transforming the University: An Ecological Approach'
- La Trobe University – guest lecture: 'The Coming of the Ecological University'
- La Trobe University library – leading discussion around 'Whither the Academic Library?'
- University of Melbourne: seminar on 'The Future of Higher Education'
- **Austria, Keynote Speech, opening conference of the Austrian EU Presidency 2018**, Vienna - 'Flexible Learning Paths and Future Learning Environments', talk entitled 'Remembering the Student: Flexible Learning and Being Educated for the Twenty-First Century'.

- **Chile**, invited closing talk, 2-day international seminar on higher education reform: 'The Future of Higher Education'.

2019

- **Ireland**, Opening keynote, University College Dublin Learning and Teaching Symposium, 'Reconceiving the Lecture: towards mutual unsettlement'.
- **Ireland**, Keynote, Trinity College Dublin conference on Postgraduate Lives - Challenges and Opportunities, 'The Postgraduate's Life: living - and flourishing - on the edge'.
- **Uppsala, Sweden**, invited contribution to conference on the world-class university, 'Realizing the World-class University: an Ecological Approach'.
- **Leuven, Belgium**, opening keynote, international summit on critical thinking, 'Critical Thinking: Time for a New Theory'.
- **Louvain-La-Neuve, Belgium**, high level universities' summer school, keynote on 'Realising the Ecological University: A Feasible Utopia'.

2020

- **Copenhagen, Denmark**: The guest lecture, annual national conference, DEA think tank: 'Towards a Social Contract for Higher Education: Glimpsing the Ecological University'.

(1) **major UK-based events**

- 1984 - The relationship between teaching and research - seminar at DES, Elizabeth House.
- 1986 - Entry and exit performance indicators for higher education: policy and research issues for CNAAB and the public sector - SRHE seminar
- Does Higher Education have any aims? - research seminar, Department of Philosophy, University of London Institute of Education
- How can institutions demonstrate their "fitness for purpose"? - plenary session of annual conference of Society for Research into Higher Education, Bulmershe CHE
- 1989 - Quality control and the curriculum, conference on performance indicators, London Institute of Education
- Communication, competence, and community, meeting of teachers of communication studies, Napier College
- 1990 - Assessing assessment in professional education: a case of too much control and too little information?, seminar on "Evaluating student performance: key issues and strategies", Institution of Electrical Engineers
- 1991 - The Idea of Open Learning, paper given to conference of polytechnic managers, Lancaster
- 1992 - The Learning Society?, paper for joint study day (between three bodies), London
- The limitations of competence, seminar at the University of Ulster
- Knowledge, higher education and society, paper given to research seminar, philosophy of education, Institute of Education, London.
- 1993 - One-Dimension or Anything Goes?, paper given to annual conference of Higher Education Foundation, Oxford
- The erosion of critical thinking in conference on "Engineering Conformity: Making Sense of Expansion", University of Glasgow
- 1994 - Integrating and developing professional and academic standards, paper given to national midwifery conference of the English National Board for Nursing, Midwifery and Health Visiting, Birmingham
- 1995 - The Future Curriculum and Pedagogy of Higher Education, Public Lecture, University of Durham.
- Universities for a Learning Society, Invitation Seminar, Oxford
- 1996 - Discourse in a Mass Higher Education System, Conference, Staffordshire University.
- 1997 - The Idea of the Learning Society, invited talk to ESRC seminar, Bristol.
- 1998 - **Keynote speaker**, international conference on Modern Languages and the Humanities: Crises of the Humanities: Challenges and Opportunities, London.
- **Keynote address**, National Conference of the Congress of University Convocations and Alumni

Organisations, on the Future of Higher Education.

- **Keynote address**, international conference on ethnographic-style research, Higher Education Close Up, Universities of Lancaster & of Central Lancashire.
- **Keynote speaker**, international conference, Managing Learning Innovation: The Challenges of the Changing Curriculum@, University of Lincolnshire & Humberside.
- 1999 - **Keynote speaker**, University of Sunderland, conference on Learning and Teaching for the Students of the 21st Century: Professional Development in an Age of Supercomplexity
- 2000 - The University in the 21st Century: living with supercomplexity. Talk at conference on *Realizing the University*, London, a **conference about my work** on the occasion of my new book.
- 2001 - Living profitably with skills, **Keynote address**, 2nd annual skills conference, University of Hertfordshire.
- 2002 - Learning for a Change, **Keynote address**, Learning and Teaching conference, University of Anglia Polytechnic University.
- with Alison Phipps) Academic Travel: Modes and Directions, paper at annual conference of Society for Research into Higher Education, Glasgow.
- 2003 - The End of the University?, talk, NCUP conference, London.
- Re-opening research: new amateurs or new professionals, **Keynote talk**, conference on *Researchers outside the Walls*, Open University, Milton Keynes.
- Collision, change and culture: having an impact through pedagogical research. **Keynote talk** at conference on pedagogical research, Institute of Education, London
- Three Ideas of Higher Education: some implications for policy and practice – *invited paper* given to Department for Education and Skills Research Conference, 2003, London
- Recovering the Ethical University, **Keynote Talk**, ‘Real World – Real People, Conference at the University of Surrey, Roehampton.
- ‘Learning from Each Other: Professional Development and Interdisciplinarity, **Keynote talk**, in-house learning and teaching conference, University of Nottingham.
- 2004 - Knowledge Travellers: searching for identity and metaphor, notes for an invited conference on ‘Found in Translation: Paradigms, Process and Poetry, held at University College London, 15 May.
- 2005 - Citizens of the World? Sustainability as a universal theme, **Keynote talk**, Conference on Education for Sustainable Development, Bournemouth University, 13 September.
- Being a Student: a fragile experience, **Keynote talk**, Learning and Teaching Conference, University of Portsmouth, 20 December.
- 2006 - Critical, Creative and Adventurous Enquiry in an age of supercomplexity, invited **Keynote talk**, launch of the SCEPTRe CETL, University of Surrey.
- Willing to Learn: Being a Student in an Age of Uncertainty, invited **Keynote talk**, Learning and

Development in Higher Education Network (LDHEN) conference, University of Bournemouth

- Willing to Learn: Being a Student in an Age of Uncertainty, **Keynote talk**, 1<sup>st</sup> International iPED Conference, Coventry University.
- 2007
- ‘Redrawing the Idea of the University’, **Keynote talk**, Higher Education Forum, The Work Foundation, at SOAS, University of London.
- 2008
- Learning to be a Student: challenges for a digital age, invited **Keynote talk**, *Shock of the Old: Web 2.0 and the Connected Future*, conference on educational aspects and implications of new technologies in teaching and learning in higher education, Said Business School, University of Oxford.
  - The Networked Student: towards an idea of the university in the contemporary age, invited **Keynote talk**, Learning and Teaching Conference, University of Northampton
  - What do we want our students to be?, **invited talk** in Higher Education Lecture Series, University of Nottingham
  - A Will to Learn: being a student in an age of uncertainty, invited **Keynote talk**, International Pedagogical Research in Higher Education Conference, Liverpool Hope University
  - A Will to Learn, **invited talk** at Portsmouth University.
- 2009
- Time and Space and Universities, **invited talk** at invitation symposium on Time and Universities, Middlesex University
  - Being a University, **special guest lecture**, Middlesex University
  - Willing to be a Professional, **keynote talk** at University of Surrey, SCEPTRe conference on ‘Learning to be Professional through a Life-Wide Curriculum’
  - Being and Becoming a Scholar of Teaching and Learning, **keynote talk**, SEDA annual conference, Brighton on ‘Underpinning Academic Practice with Research and Scholarship.
  - Being a Graduate in the 21<sup>st</sup> Century, **keynote talk**, University of Abertay, Quality Enhancement conference.
- University of Edinburgh (2 talks):*
- Graduating with Honour, **Keynote talk**, Colloquium
  - Being a Scholar of Teaching and Learning, **invited guest talk**, Forum
- Hopeful Utopias: on optimism for the University’s future, **Keynote talk**, University of Utopia conference, University of Lincoln.
  - Realising the University in the Twenty-first Century, **Keynote talk**, annual conference of the Higher Education Academy, Manchester.
  - Being a Graduate in the Twenty-first Century, **Keynote talk**, international careers studies symposium, University of Reading.
- 2010
- ‘Being a Graduate in the Twenty-first Century’, Westminster Institute of Education, Oxford Brookes University, **Keynote talk**, Annual Learning and Teaching Conference.

- ‘Lifewide Education: a new and transformative concept for higher education?’, **Keynote talk**, annual conference, SCEPTR Centre, University of Surrey.
- ‘Towards a Higher Learning for a Challenging World’, **Keynote talk**, Annual Learning and Teaching Conference, University of York.

2011

- ‘Academia as workplace: past, present and future’, **contribution to symposium**, Preparing for Academic practice, 4<sup>th</sup> International CETL Conference Programme, University of Oxford.
- ‘The Future of the University’, **invited talk at Symposium**, University of Edinburgh.

2012

- ‘Glimpsing the Ecological Curriculum’, **Keynote talk**, Annual conference of Association for Tourism and Hospitality Education, Cambridge.

2013

- ‘Imagining the University: contending with an impoverished understanding’, **Guest Lecture**, School of Divinity, University of Cambridge
- ‘Imagining the University: contending with an impoverished understanding’, **Distinguished Guest Lecture**, Liverpool Hope University
- ‘Relating the Ineffable: recovering the universal student in a marketised age’, **Keynote talk**, symposium on the ethics of student engagement, University of Brighton
- ‘Recovering the Critical Professional’, **Keynote talk**, conference on value and virtue in practice-based research, York St John University
- ‘“Inhabiting” and flexible learning: resolving a conundrum’, **Keynote talk**, Higher Education Authority conference on flexible learning, University of Westminster.

2014

- ‘Calling Flexibility to Account: Pitfalls and Possibilities’, **Keynote talk**, Higher Education Authority Wales, annual conference, Global Graduates – enabling flexible learning’, Aberyswyth University.
- ‘Understanding the University: negations, antagonisms and hope – a meta-inquiry’, invited talk, Annual Conference, International Association for Critical Realism, Institute of Education, London.
- ‘Calling Flexibility to Account: Challenges and Possibilities’, **Keynote talk**, KERN Forum 2014: Innovation, Impact and Flexible Learning, Kingston University.

2015

- ‘Revaluing Higher Education: Beyond the Conflict of the 4Ps’, **Keynote talk**, AGM, Council of Deans of Health, Belfast.
- ‘A University for Learning: Considering the Present and Glimpsing the Future’, **Keynote talk**, Festival of Learning, Teesside University.
- ‘Fit for the Future: Towards the Ecological Curriculum’, **Keynote talk**, internal symposium, Open University.
- ‘Believing in the University’, **Keynote talk**, Plymouth University, Annual Conference, Pedagogic



Institute.

- 'A University for Learning: Considering the Present and Glimpsing the Future', **Keynote talk**, Learning and Teaching Conference, Liverpool John Moores University.
- 'Calling Flexibility to Account: Challenges and Possibilities', **Keynote talk**, Learning and Teaching Conference, St Mary's University, Twickenham.

2016

- 'This Place has Changed my Life: student transformation for an uncertain world', **Keynote talk**, Education Day, Imperial College.
- 'Becoming a Twenty-first Century Student', **Keynote talk**, Annual Teaching and Learning conference, Roehampton University.
- 'Measuring the Darkness: Learning as Potholing: becoming lost, and finding new spaces', **Keynote talk**, HEIR Network Conference, Liverpool.
- 'Becoming a Twenty-first Century Student: An Ecological Approach', **Keynote talk**, Annual Teaching and Learning Conference, Harper Adams University.

2017

- 'Academics' writing – a thing of beauty, a joy to behold', **Keynote talk**, EATAW annual conference, Royal Holloway, 19-21 June.
- 'The Coming of the Ecological University', Liverpool Hope University, **invited public lecture**, Centre for Educational Policy and Analysis, 24 November.

2018

- 'The Student as Global Citizen: Feasible Utopia or Dangerous Mirage?', paper at annual conference, Philosophy and Theory in Higher Education Society, Middlesex University, 11 September.

**Other invited talks and presentations** (have included)

- 1981 - The idea of validation - invitation seminar on validation, Higher Education Foundation
- 1984 - CNAA's academic policies - group in annual conference, Association of Polytechnic Administrators
- 1985 - CNAA's role in course approval - talk to Polytechnic Administrators
- CNAA - its development and future - Diploma class, London Institute of Education
- 1986 - On the relationship between student entry qualifications and degree performance - SRHE invitation seminar
- 1987 - CNAA's changing relationships with institutions in the public sector, MA class, London Institute of Education
- 1988 - Effectiveness and Efficiency in Institutional Appraisal, training course for AFE and NAFE college staff, Further Education Staff College, Bristol
- Part-time courses in the public sector of UK higher education, conference on Fine Art, Middlesex Polytechnic
- 1989 - Assessing assessment, meeting of East Anglian HE Group, Cambridge
- 1991 - The Idea of Higher Education, internal meeting of Ove Arup, international engineering consultancy
- Interdisciplinarity and academic community, workshop at annual conference of higher education chaplains
- Quality assurance, talk to heads of department at Hong Kong Polytechnic
- Knowledge, Higher Education and Society, talk to departmental staff at Hong Kong Polytechnic
- 1992 - The idea of quality assurance, remarks to Study Day of Higher Education Foundation, London
- 1993 - (with Ian McNay), joint presentation on The University in the Twenty-First Century, University of West of England
- Workshops at the Institute of Education on: Effective Writing; Improving Quality; The Changing University.
- (with Tim Birtwistle) Can Performance Indicators be Culturally Sensitive?, workshop for conference in Germany
- Workshop on the changing curriculum, University of Glasgow;
- Workshop on quality assessment, City University.
- Talk on quality assessment audit, conference on After Barnett, What?, Institute of Education.
- 1994 - Seminar on quality assessment, University of Sussex
- Talk on "The Limits of Competence", Open University, Milton Keynes

- (with Carole Webb, HEQC) workshop on Quality at national conference
  - Talk on quality for annual conference of Association of Law Teachers
  - Talk on quality for conference of Heads of University Law Schools
  - Presentation on quality at HEQC conference, University of Northumbria
  - Talk on Modularisation: its epistemology and social philosophy, South-East Conference of Adult Educators.
- 1995
- Talk to United Medical Schools on Quality.
  - Presentation to University of London management workshop on Quality.
  - Presentation to conference on GNVQs, at the higher levels, (organised by BTEC)
  - Talk on Challenges to Universities, to staff of Middlesex University
- 1996
- Coventry
  - The Educational Implications of Modularization, University of East Anglia
  - Capitalizing on Change: Workshop (run with a colleague) for Approved Midwife Teachers, London (for English National Board for Nursing, Midwifery and Health Visiting)
  - What do we really mean by personal transferable skills?, brief contribution to conference on "Skills for Competitiveness, London
  - Higher Education: A Critical Business, University of Hertfordshire
  - Can Higher Education Meet the Needs of Health Service Employers?, Seminar for senior officials in the UK National Boards for Nursing, Midwifery and Health Visiting, York.
- 1997
- Concepts versus Competences: 'The Future Direction of Professional Education talk to 100 staff at Christ Church College, Canterbury
  - Talk on Quality and Standards in a Post-Dearing Age, to Teaching & Learning Committee and other senior staff, University of Durham
  - Professional Life and the Learning Society, talk to seminar in the ESRC Learning Society Programme, Bristol
  - The Arts and Humanities in a Post-Dearing Age, talk to Council of University Deans of Arts and Humanities, UCL
  - Futures in Higher Education: the Need for Change, talk to symposium of the European Association of Faculties of Pharmacy, London
  - Higher Education for a Changing Society, talk to National Health Service managers and clinicians (North Thames Development Day), London
    - New Disciplines, New Teaching?, talk to conference of Anthropology lecturers, Brighton
    - Talk to first meeting of Curriculum Development Network of the Society for Research into Higher Education, London, November, 1997

- 1998
- Death of a Discipline, Educational Seminar, University of Oxford
  - IBM/ Goldsmiths conference, on theme of teaching and learning in higher education.
  - Higher Education: A Critical Business, University of East London
  - Academic Professional Development in the Humanities for a Supercomplex Age, Council of University Departments in Arts and Humanities, UCL.
- 1999
- The End of Quality? =, Staff development seminar for senior staff, De Montfort University, Leicester.
  - Opportunities and Risk in Flexible Learning, Sheffield Hallam University
- 2000
- Realizing the University, Christ Church College, Canterbury, Kent.
  - Realizing the University, Cheltenham & Gloucester College of Higher Education, Cheltenham.
  - Realizing the University, University of Bournemouth
- 2001
- Realizing the University, Falmouth
  - (with Dr Kelly Coate), workshop on Engaging Curricula, King' s College London
- 2002
- Learning to Learn in an Age of Supercomplexity, Roehampton, University of Surrey
  - The idea of employability, invited talk to closed seminar in the biotechnology corporate sector
  - Professional Development: some personal reflections, invited talk, University of Surrey, Roehampton
- 2003
- ***Ideas, Intellectuals and the Public*** - invited participant in public debate on >Ideas, Intellectuals and the public, run by The Institute of Ideas, making contributions to sessions on:
    - A Knowledge Revolution? Information overload and the crisis of judgement=;
    - The Idea University Re-examined .
  - 'Hopes for a Critical Professionalism', research seminar, Brunel University.
  - Imagining the University, University of Leicester
  - Being an Academic in an Age of Supercomplexity, University of Warwick
  - 'Beyond All Reason: Ideologies, Universities and Future Prospects', University of the West of England
  - 'What's Critical about Higher Education?', University of Southampton, staff learning and teaching seminar.

- 'Universities for a Learning Society', presentation to EdD programme, University of Sheffield.
- 'The University of the Future: Transnational and Transparent?', doctorate programme, University of Lancaster.
- +
  - 'Being and Becoming: Towards a Curriculum for an Age of Uncertainty', seminar, Department of Educational Studies, University of Lancaster.
- 2004 - 'Reclaiming the Liberal University', talk for symposium on 'The Changing University: The End of Liberalism?', Gresham College, City of London.
- 2005 - 'A Will to Learn', workshop, Bournemouth University, 11 March.
  - 'Future Changes in Higher Education: Assessing the Impact on Space', presentation to SCOP Finance and Estates Directors' Annual Conference, 20 May. Teddington, London. (Presentation arising out of consultancy project for HEFCE as part of a suite of projects led by Kilner Planning.)
  - 'Current Issues in Teaching and Learning in Higher Education', presentation to delegation from universities across China, 7 June, Institute of Education
  - 'The Fragility of Being a Student', talk to the Student Experience Network of the Society for Research into Higher Education, 6 June, SRHE, London.
  - Workshop on 'On the Matter of Inspirational Teaching', University of Portsmouth, 20 December.
- 2006 - 'Being and Becoming: Towards a Pedagogy of Inspiration', seminar for programme for Swedish academic developers, Oxford.
  - 'Leading the Supercomplex University', invited talk, AC21 International Forum on 'Universities in the 21<sup>st</sup> Century', University of Warwick.
- 2007
  - 'Reshaping Academic Identity', invited paper, seminar series, Kings College London
  - 'Re-opening research: new amateurs or new professionals', invited talk and contribution to panel discussion, 'Who's Creating Knowledge? The Challenge of Non-University Researchers', British Academy event, Queen's University, Belfast.
- 2008
  - 'A Will to Learn', informal lunchtime talk on own book, Thames Valley University.
  - 'Willing to Learn: Being a Student in an age of uncertainty', workshop talk on own book, University of Portsmouth.
  - Autobiographical reflections, informal discussion at the University of Hertfordshire.
  - 'Being a University', seminar talk, Institute of Education (part of 'Critical Realism' series), London.
  - 'On Being a University', Annual PER lecture, London.

2009

- 'Church higher education in an uncertain world: looking forwards', talk (and rapporteur) at first annual conference of the UK chapter of the Colleges and Universities of the Anglican Communion, Institute of Education, London.
- 'Shaping a higher education system: how systematic should it be?', invited talk to group of Rectors from Nigeria, British Council, London.
- 'Knowledge Policies and Knowledge Interests: rethinking the university in the 21<sup>st</sup> century', invited talk to annual conference of the Centre for Higher Education Studies, Institute of Education, London, on Creating and Sharing Knowledge: the University and its Enterprise Partners.
- 'Being a University', invited talk, EXPERT Centre, research seminars, University of Portsmouth.
- 'Imagining the University' – seminar, Centre for Higher Education Studies, Institute of Education.

2010

- 'The Re-coming of the Metaphysical University', paper given to the research seminar on 'The Idea of the University: Past, Present and Future', Institute of Historical Research, University of London.
- 'Learning for Life, Learning through Life, Learning across Life' – a conversation, University of the Arts, London.

2011

- 'The Coming of the Ecological Curriculum', keynote, Faculty of Arts and Humanities Awayday, University of Surrey
- 'Imagining the University', seminar at the Department of Education, University of Oxford.
- 'Imagining the University', seminar at the Centre for Higher Education Studies, Institute of Education, University of London.
- 'Encouraging Creative Spaces', invited contribution to colloquium at conference, Warwick University, on the Ecology of a Whole Campus Approach to Creativity

2012

- 'Imagining the University', seminar at the School of Education, University of Durham.
- 'Functions, Purposes and Intentions: towards a social philosophy for the University', invited keynote contribution to seminar, Institute of Education, University of Stirling.
- 'The Idea of Higher Education: its end or its beginning?', talk to MSc class, School of Education, University of Oxford.
- 'That Blinking Cursor demands words from me', autobiographical guest lecture, annual event for postgraduate students and staff, Glasgow Caledonian University.
- 'The Idea of Higher Education: its end or its beginning? OR Where's the Imagination?', invited talk to professoriate, Middlesex University.

- ‘The Flexible University: Sightings, Issues, Questions’, invited talk, Higher Education Academy Summit on Flexible Learning.
- ‘Imagining the University’, invited lecture, University of Bristol.
- ‘Keeping to Time: Working Challenges for the Modern Academic’, invited talk, Learning and Teaching Conference, Middlesex University.
- ‘Remembering the Student or Recovering enchantment in learning and teaching – is it possible?’, invited talk, Roehampton University Business School.
- ‘Remembering the Student or Recovering enchantment in learning and teaching – is it possible?’, invited talk, Higher Education Research and Scholarship Group, annual conference, Sheffield Hallam University.
- ‘Head in the Clouds and Feet on the Ground: Structuring Knowledge in an Age of Non-Structure’, invited contribution to SRHE Theory Network Symposium, Oxford.
- ‘Engaging the Student in an Age of Complexity – is it possible?’, University of the Arts Academic Leaders’ Forum, Hertfordshire.
- ‘Intimacy, Specificity and Universality – thoughts from an outsider’, Pedagogy and Practice in Performance Design, ACTD symposium, University of the Arts, Wimbledon College.
- ‘Imagining the University: contending with an impoverished understanding’, Whitelands College Chaplaincy Lecture, University of Roehampton.

2013

- ‘Understanding the University’, seminar at the Centre for Higher Education Studies, Institute of Education, University of London.
- ‘Imagining the University: the possibility of possibilities’, seminar (and book launch), Centre for Higher Education Studies and Centre for Critical Realism, Institute of Education, University of London.
- ‘A Will to Write: “That blinking cursor demands words from me”’, guest lecture as Visiting Professor, University of West London.
- ‘Writing for Publication’, workshop at Learning and Teaching conference, University of West London.
- ‘What should Universities Do? Considerations and a Suggestion’, invited talk, PER conference, University of Cambridge.
- ‘Thoughts on Pedagogical Research: Scholar-Teacher or Teacher-Scholar?’, invited talk, HERC seminar, University of Westminster.
- ‘Higher Education in the Present Era: a changing landscape’, invited talk, School of Education, Theology and Leadership, St Mary’s University College, Twickenham.

2014

- ‘The Future of Learning is Lifelong, Lifewide and Open: some challenges for the

Ecological University (and even some for lifewide learning), invited talk, Learning Lives Conference, Birkbeck, London.

- ‘Being a Student in the Twenty-first Century and the inadequacy of skills’, and ‘Imagining the University: towards an ecological higher education’, workshops at the University of Portsmouth.
- ‘Understanding the University: A Meta-Inquiry’, invited seminar, University of Exeter.
- ‘Understanding the University: negations, antagonisms and hope – a meta-inquiry’, Oxford Brookes University.
- ‘Researching Higher Education’, invited presentation to internal workshop, Education Department, Kingston University
- ‘Teaching and Research in Higher Education: integration or separation?’, invited workshop for Omani delegation, London.
- ‘Realizing the University in the Twenty-first Century: Idea and Institution’, invited seminar, KERN, Kingston University.
- ‘Flexibility in Learning: Challenges and Possibilities’, invited talk at opening of Centre for Excellence in Learning, Bournemouth University.
- ‘Policy, what Policy? Considering the University in the Twenty-first Century’, Roger Brown Festschrift symposium, University of West London.
- ‘Optimising the Curriculum’, opening talk, workshop on Curriculum, London.
- ‘Flexibility in Learning: Challenges and Possibilities’, opening talk, Westminster Forum conference on curriculum flexibility and innovation.
- ‘Imagining the University: Beyond an Impoverished Understanding’, talk to MSc Higher Education class, University of Oxford.

2015

- ‘Understanding the University: negations, antagonisms and hope – a meta-inquiry’, guest seminar, University of Southampton.
- ‘Realising the Benefits of a Flexible Curriculum’, invited talk, Inside Government Higher Education Curriculum Forum, London.
- Invited commentary on internal symposium on higher education, Kingston University London.
- ‘Becoming a Successful Writer’, session at internal writing workshop, University of West London.
- ‘Scholarship and legal education: recognizing the higher education context’, invited contribution to Legal Education Research Network symposium, London.

2016

- ‘The Coming of the Ecological University’, invited public lecture, Newcastle College and Literary and Philosophical Society, Newcastle-upon-Tyne.



- *Philosophy of Higher Education symposium, Hendon, Middlesex:*
  - o ‘Understanding the University: Planes, Possibilities, Poetry’,.
  - o ‘The Coming of the Ecological University’.
- ‘The University as a Critical Institution: an ecological sighting’, CHER conference, Queen’s College, Cambridge.
- ‘A Will to Connect’, contribution to symposium, Valuing Higher Education: An appreciation of the work of Gareth Williams and the Centre for Higher Education Studies, UCL Institute of Education.

2017

- ‘Glimpsing the Ecological Curriculum’, invited talk, MA Curriculum Design, University of Winchester.
- ‘What Should a University be Known For?’, invited talk, Governors’ Development Day, University of Winchester.
- Autobiographical reflections, invited after-dinner talk, Professors’ and Governors’ annual occasion hosted by the Vice-Chancellor, Liverpool Hope University.
- Group leader, ‘Leading in Uncertain Times: Symposium’, Leadership Foundation for Higher Education, London.
- ‘What’s the Value of Professional Life? An Ecological Approach’, contribution to invitation seminar on Values and Higher Education, New College, Oxford.
- ‘Academic Freedom, Autonomy, the State and the Public Sphere: pitfalls and possibilities – an ecological perspective’, invited contribution to seminar (alongside Professor Simon Marginson) on Institutional Autonomy, Academic Freedom and the Public Character of Higher Education, UCL Institute of Education.

2018

- ‘The Student as Global Citizen: Feasible Utopia or Dangerous Mirage?’, invitation seminar, University of Bristol.
- ‘Writing for Publication (and much more besides)’, workshop, St Mary’s University.
- ‘The Coming of the Ecological University’, seminar, Centre for Global Higher Education, University College London Institute of Education (with Elisa Brewis and Simon Marginson).
- Victoria University, *Melbourne*: Commentary on senior management team exercise considering the possibilities for the University arising out of two of my papers.
- ‘The Coming of the Ecological University’, invited talk, MA module, Philosophy and Policy in Higher Education, Middlesex University.

2019

- 'The Professional: rule-maker or rule-follower?', invited contribution to colloquium on Pathologies of Professionalism, Liverpool Hope University.
- Participation in Webinar, '*What is Higher Education for?*', AdvanceHE, UK.
- 'The very idea of the university: the end or the beginning?', invited talk to delegation from Tianjin, Part One, China, 22 October.
- 'Imagining the future: pitfalls and possibilities', invited talk to delegation from Tianjin, Part Two
- 'Universities, their regions and innovation in a technological society: pitfalls and possibilities', invited talk to delegation from Nanjing, London 21 November.

2020

- 'The philosophy of higher education: its scope and tasks - a personal view', talk for doctoral students' reading group, University College London Institute of Education.
- 'From reflective practice to knowledgeable doer to the ecological framework', teaching session, EdD, Kingston University, UK.